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ABSTRACT

Compiled to provide access to some of the latest resource material, research findings, and/or developments in American Indian education, this bibliography, a supplement to six previous ERIC/CRESS bibliographies cites materials available through "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE). Part 1 of the present bibliography contains 142 citations and abstracts which appeared in RIE from October 1974 through March 1975. Part 2 contains 93 journal article citations which appeared in the October 1974 through March 1975 issues of CIJE. Entries cover such topics as American Indian culture, bilingual education, Eskimos, cross cultural studies, Federal legislation and programs, and community control. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area. A list of standing order microfiche collections and ordering information are also provided. (NQ)

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AMERICAN INDIAN EDUCATION

A SELECTED BIBLIOGRAPHY

(with ERIC Abstracts)

ERIC/CRESS Supplement No. 6

ERIC/CRESS

June 1975

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PREVIOUS BIBLIOGRAPHIES:

American Indian Education, A Selected Bibliography. (ED 030 780) August 1969

American Indian Education, A Selected Bibliography. Supplement No. 1 (ED 044 213) October 1970

American Indian Education, A Selected Bibliography. Supplement No. 2 (ED 058 980) September 1971

American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3 (ED 075 121) March 1973

American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 4 (ED 086 378) February 1974

American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5 (ED 100 547) February 1975

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INTRODUCTION

The Educational Resources Information Center (ERIC) is a federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials. ERIC aids school administrators, teachers, researchers, information specialists, professional organizations, students, and others in locating and using educational resources.

Each of the ERIC network centers focuses on a separate area (or areas) of education (for a listing of the individual clearinghouses, readers should consult a current issue of Resources in Education, formerly Research in Education.) It is the responsibility of the ERIC Clearinghouse on Rural Education and Small Schools (CRESS) to collect materials related to rural education and small schools, and American Indian, Mexican American, migrant, and outdoor education and to input these materials into the national ERIC system.

A main function of the ERIC system is to process documents other than current journal articles for announcement in Resources in Education (RIE), a monthly publication containing abstracts of research, research-related reports, and resource materials in education as input by the various clearinghouses. In addition, ERIC compiles the Current Index to Journals in Education (CIJE), a monthly index which provides citations from over seven hundred major publications: journals, quarterlies, annuals, and yearbooks.

About the Bibliography

The present bibliography was compiled to provide access to some of the latest resource material, research findings, and/or developments in American Indian education. The present bibliography is a supplement to six previous ERIC/CRESS publications. The previously published bibliographies, in conjunction with the present supplement, comprise a series of bibliographies designed to provide cumulative coverage of American Indian education throughout the currently available issues of RIE and CIJE. (It should be noted that microfiche and hard copy prices in previously published bibliographies do not reflect current ERIC Document Reproduction service pricing; however, prices given therein may be computed as per the instructions on the order blank appended to the present bibliography.)

In conducting the computer search of the ERIC tapes for the purpose of compiling this bibliography, the only term used was American Indian. The output was then screened for relevancy to American Indian education.

Sources of Material

Resources in Education. Part I of the present supplement contains citations and abstracts which have appeared in RIE from the October 1974 issue through the March 1975 issue. RIE contains subject, author, and institution indexes, along with document resumes which include the ERIC accession number, author(s), title source(s), date of publication, ERIC Document Reproduction Service prices or an alternate availability, and the abstract.

For the subject index, two types of descriptive terms are available for RIE as well as CIJE: descriptors and indentifiers. Descriptors are technically meaningful terms or short phrases that have been incorporated into the Thesaurus of ERIC Descriptors. Descriptors are used to characterize the document and for indexing and retrieval purposes. Only major descriptors (those preceded by an asterisk) are used for indexing purposes in this bibliography.

Proper names of persons, geographical locations, trade names, and so on may be important in describing a document. These terms, called identifiers, are not found in the Thesaurus. Identifiers are included with the citations in RIE for descriptive purposes. Major identifiers (those prededed by an asterisk) are not indexed in this bibliogrpahy.

When using the RIE section of this bibliography, the reader is encouraged (1) to utilize the subject index in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) to obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Service. The reproductions must be ordered as described on the order blank appended to the present bibliographic supplement.

The reader is reminded that there are numerous complete microfiche collections of ERIC materials throughout the nation which may be used by the public. A list containing the locations of these standing orders may be found in Section IV of this publication.

Current Index to Journals in Education. Part II of this supplement, CIJE coverage, includes citations from CIJE beginning with the October 1974 issue and continuing through the March 1975 issue. Entries listed in the CIJE section of this bibliography are processed in a slightly different manner than are RIE citations. Brief annotations take the place of RIE abstracts. Furthermore, annotations are provided only when it is thought that the article being processed cannot be described adequately by a combination of major and minor descriptors, identifiers, and information in the title. Each journal citation includes the publication date, article title, personal author(s), journal title (sometimes abbreviated), and information on the volume, number, and pages. Please note that there are two CIJE entries per page.

Since CIJE entries are not available from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

The Subject Index

A combined RIE and CIJE index is provided at the end of the present bibliography to assist the user in locating citations pertaining to a given subject area within the realm of American Indian education. The index terms, descriptors under which the citations were indexed in RIE and CIJE, are from the Thesaurus of ERIC Descriptors. Only major descriptors (those preceded by an asterisk) are indexed; major identifiers are not indexed in this bibliography.

Each citation in the bibliography is headed by an ERIC accession number. Entries from RIE are assigned an ED number; those from CIJE are assigned an EJ number. In both the RIE and CIJE sections, the citations appear in numerical order according to the accession number. The citations are referenced in the index by the accession number.

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Before ordering any item, the RIE citations should be double checked. If the citation carries the statement NOT AVAILABLE FROM EDRS, an alternate availability is given. If the citation carries the statement HC NOT AVAILABLE FROM EDRS, the publication is available in microfiche only from EDRS. If neither of the foregoing statements appears with the RIE citation, it may be assumed that the publication is available from EDRS in microfiche and hard copy. Please use the order blank appended to this bibliography when ordering microfiche or hard copy from EDRS.

Document Contributions

Persons desiring to contribute materials such as those cited in this bibliography may do so by sending one copy (two if available) to:

ERIC/CRESS Acquisitions
New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003

PART I: CITATIONS FROM *RESOURCES IN EDUCATION*

p 2 blank

ACCESSION NUMBER: ED091926

PUBLICATION DATE: MAY 73

TITLE: SHUSWAP GRAMMATICAL STRUCTURE. WORKING PAPERS IN LINGUISTICS, VOL. 5, NO. 5.

PERSONAL AUTHOR: GIBSON, JAMES A.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *DESCRIPTIVE LINGUISTICS; DOCTORAL THESES; *GRAMMAR; LANGUAGE RESEARCH; MORPHOLOGY (LANGUAGES); MORPHOPHONEMICS; PHONOLOGY; STRUCTURAL ANALYSIS; STRUCTURAL GRAMMAR; SYNTAX

IDENTIFIER: *SHUSWAP

DESCRIPTIVE NOTE: 147P.; PH.D. DISSERTATION, UNIVERSITY OF HAWAII

THIS DISSERTATION DESCRIBES THE GRAMMATICAL STRUCTURE OF SHUSWAP, AN AMERICAN INDIAN LANGUAGE OF THE SALISHAN FAMILY SPOKEN IN BRITISH COLUMBIA, CANADA. THE RESEARCH WAS CARRIED OUT ON THE NASKANLITH RESERVE NEAR CHASE, BRITISH COLUMBIA, DURING THE SUMMERS OF 1966-69. PRIOR TO THIS STUDY, THE LANGUAGE WAS LAST INVESTIGATED BEFORE THE TURN OF THE CENTURY. THE GRAMMAR IS DESCRIBED IN FOUR PARTS: PHONOLOGY, MORPHOPHONEMICS, MORPHOLOGY, AND SYNTAX. IN ADDITION TO THE DETAILED STRUCTURAL ANALYSIS, THE AUTHOR INCLUDES A PREFACE DESCRIBING THE HISTORICAL BACKGROUND OF SHUSWAP. (AUTHOR/PM)

ACCESSION NUMBER: ED091934

PUBLICATION DATE: JUN 72

TITLE: CONFERENCE ON AMERICAN INDIAN LANGUAGES CLEARINGHOUSE NEWSLETTER. VOL. 1, NO. 1.

PERSONAL AUTHOR: FIDELHOLTZ, JAMES L., ED.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION; CHILD LANGUAGE; EDUCATIONAL PROGRAMS; ENGLISH (SECOND LANGUAGE); LANGUAGE INSTRUCTION; LINGUISTICS; NEWSLETTERS; SECOND LANGUAGE LEARNING

DESCRIPTIVE NOTE: 10P.

THIS NEWSLETTER WAS BEGUN IN AN EFFORT TO APPRISE PERSONS, PRIMARILY LINGUISTS, WORKING WITH AND FOR THE BENEFIT OF AMERICAN INDIANS OF VARIOUS PROJECTS ON WHICH OTHER PERSONS IN A SIMILAR CAPACITY ARE WORKING. THE MAIN AREAS TREATED ARE: (1) THE IMPROVEMENT OF INDIAN LITERACY IN THEIR NATIVE LANGUAGES, (2) VARIOUS EFFORTS TO MAKE THE EXPERTISE DEVELOPED IN AMERINDIAN LINGUISTICS AVAILABLE TO INDIANS AND TEACHERS OF AMERINDIAN LANGUAGES. THE NEWSLETTER CONTAINS A DESCRIPTION OF CURRENT PROJECTS, INCLUDING INDIAN LANGUAGE TEACHING PROGRAMS AND A BRITISH COLUMBIAN PROJECT INVOLVED IN PRESERVING THE LANGUAGES AND ORAL CULTURAL TRADITIONS OF THE SALISH-SPEAKING AREAS. A LIST OF RECENT PUBLICATIONS AND ERIC DOCUMENTS DEALING PRIMARILY WITH CHILD LANGUAGE, THE TEACHING OF ENGLISH TO AMERICAN INDIANS, AND BILINGUAL-BICULTURAL EDUCATION IS INCLUDED. (PM)

ACCESSION NUMBER: ED091949

PUBLICATION DATE: SEP 72

TITLE: CONFERENCE ON AMERICAN INDIAN LANGUAGES CLEARINGHOUSE NEWSLETTER. VOL. 1, NO. 2.

PERSONAL AUTHOR: FIDELHOLTZ, JAMES L., ED.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; *BILINGUAL EDUCATION; BILINGUALISM; EDUCATIONAL LEGISLATION; LANGUAGE INSTRUCTION; LINGUISTICS; NEWSLETTERS; SECOND LANGUAGE LEARNING

DESCRIPTIVE NOTE: 26P.; SOME PAGES MAY REPRODUCE POORLY; MAILING LIST DELETED

THE BILINGUAL EDUCATION BILL PASSED BY THE ALASKA LEGISLATURE IS SUMMARIZED IN THIS ISSUE, AS IS THE BILINGUAL EDUCATION LAW OF MASSACHUSETTS. THE ALASKAN BILL ESTABLISHES A BILINGUAL PROGRAM OF EDUCATION FOR NATIVE ALASKANS AND PROVIDES FOR THE CREATION OF THE ALASKAN NATIVE LANGUAGE CENTER AT THE UNIVERSITY OF ALASKA. WHILE THE MASSACHUSETTS BILL IS AIMED PRIMARILY AT SPANISH AND FRENCH-SPEAKING MINORITIES, EXCERPTS FROM THE BILL ARE CONTAINED IN THE NEWSLETTER SINCE MANY OF ITS PROVISIONS MAY BE RELEVANT TO LEGISLATION WHICH COULD BE ENACTED IN OTHER STATES WITH INDIAN-LANGUAGE-SPEAKING MINORITIES. THIS ISSUE DESCRIBES SEVERAL PROJECTS IN PROGRESS, INCLUDING A REPORT ON THE DEVELOPMENT OF MATERIALS IN CHEROKEE BY THE CHEROKEE BILINGUAL EDUCATION PROGRAM IN OKLAHOMA. EXCERPTS FROM B. SPOLSKY'S PAPER "THE NAVAJO READING STUDY: AN ILLUSTRATION OF THE SCOPE AND NATURE OF EDUCATIONAL LINGUISTICS," K. HALE'S "SOME QUESTIONS ABOUT ANTHROPOLOGICAL LINGUISTICS," AND T. KLOKEID'S "AN INTRODUCTION TO THE WEST COAST LANGUAGE OF VANCOUVER ISLAND" ARE INCLUDED. THE ISSUE ALSO CONTAINS AN ANNOTATED LIST OF BOOKS AND ARTICLES DEALING WITH BILINGUALISM AND SUCH LANGUAGES AS ALGONQUIAN, CREE, NAVAJO, MICMAC, AND PAPAGO. (PM)

ACCESSION NUMBER: ED092264

PUBLICATION DATE: JUN 74

TITLE: CULTURE, PSYCHOLOGICAL CHARACTERISTICS, AND SOCIOECONOMIC STATUS IN EDUCATIONAL PROGRAM DEVELOPMENT FOR NATIVE AMERICANS.

PERSONAL AUTHOR: ANTELL, WILL

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION; COMMUNITY CONTROL; *CULTURAL BACKGROUND; CURRICULUM DEVELOPMENT; EDUCATIONAL ASSESSMENT; *EDUCATIONAL NEEDS; FINANCIAL SUPPORT; INFORMATION NEEDS; PROGRAM DEVELOPMENT; *PSYCHOLOGICAL CHARACTERISTICS; RESOURCES; SELF DIRECTED GROUPS; *SOCIOECONOMIC STATUS; USE STUDIES

DESCRIPTIVE NOTE: 68P.

ADDRESSED TO EDUCATORS WHO HAVE THE RESPONSIBILITY FOR DEVELOPING CURRICULUMS OR EDUCATIONAL PROGRAMS THAT WILL SERVE NATIVE AMERICAN STUDENTS, THE DOCUMENT DOES NOT PRESENT NEW INFORMATION ON THE STATUS OF EDUCATION IN NATIVE AMERICAN COMMUNITIES. RATHER, IT DISCUSSES WAYS IN WHICH AVAILABLE INFORMATION, SUCH AS THE 1928 MERIAM REPORT, CAN BE USED TO INITIATE PROGRAM DEVELOPMENT. EMPHASIZING THAT EDUCATIONAL OPPORTUNITIES FOR NATIVE AMERICAN CHILDREN MUST BE DEVELOPED ON THE MIDDLE GROUND BETWEEN LIFE IN NATIVE COMMUNITIES AND ESTABLISHED EDUCATIONAL INSTITUTIONS, THE PAPER STATES THAT THE CLEAR NEED IN "INDIAN EDUCATION" IS FOR CURRICULUM AND PROGRAM DEVELOPMENT. FUTURE RESEARCH EFFORTS SHOULD OBJECTIVELY MONITOR THE EFFECTIVENESS OF CURRICULAR APPROACHES RATHER THAN REDISCOVER THE SYMPTOMS. LOCAL CONTROL OF RESERVATION SCHOOLS AND CONTRACTING JOHNSON-O'MALLEY MONIES DIRECTLY WITH TRIBES ARE DESIRABLE, BUT ARE ONLY INTERMEDIATE GOALS AT BEST. THE PRIMARY QUESTION STILL REMAINS ONE OF EDUCATIONAL PROGRAMS, AFTER CONTROL OR INFLUENCE ARE ATTAINED. ALSO, BECAUSE OF THE DIVERSE CONDITIONS AMONG NATIVE AMERICAN COMMUNITIES, A WIDE VARIETY OF APPROACHES AND MATERIALS ARE NEEDED. EVERY SCHOOL WHICH SERVES NATIVE AMERICAN STUDENTS SHOULD HAVE THE PROGRAMMATIC CAPABILITY OF MAKING THEM FEEL COMFORTABLE IN THE LEARNING ENVIRONMENT AND OF ENHANCING THEIR CHANCES FOR A HIGHER QUALITY LIFE. (KM)

AVAILABILITY: NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC., 813 AIRPORT BLVD., AUSTIN, TEX. 78702 (STOCK NO. EC-014, $4.00)

ACCESSION NUMBER: ED092266

PUBLICATION DATE: DEC 73

TITLE: SOUTH DAKOTA INDIAN RECIPIENTS OF SOCIAL WELFARE, DECEMBER 1973.

DESCRIPTOR: *AMERICAN INDIANS; ANNUAL REPORTS; BLIND; CHILD WELFARE; DEPENDENTS; EXPENDITURES; *FEDERAL AID; MEDICAL SERVICES; NONRESERVATION AMERICAN INDIANS; PHYSICALLY HANDICAPPED; POPULATION DISTRIBUTION; PUBLIC FACILITIES; SENIOR CITIZENS; *STATE AID; *TABLES (DATA); TREND ANALYSIS; *WELFARE RECIPIENTS

IDENTIFIER: *SOUTH DAKOTA

DESCRIPTIVE NOTE: 17P.

BECAUSE AMERICAN INDIANS ARE THE LARGEST MINORITY GROUP IN SOUTH DAKOTA AND BECAUSE THEY ARE KNOWN TO BE AMONG THE MOST POVERTY STRICKEN IN THE NATION, SOUTH DAKOTA ANNUALLY REPORTS ON THE EXTENT TO WHICH THE GROUP DEPENDS ON WELFARE PAYMENTS. THE REPORT, PREPARED BY THE PROGRAM ANALYSIS SECTION OF THE STATE DEPARTMENT OF SOCIAL SERVICES, ANALYZES THE RACIAL MAKEUP OF WELFARE RECIPIENTS DURING 1 MONTH EACH YEAR, USUALLY OCTOBER. DECEMBER WAS CHOSEN IN 1973 BECAUSE IT WAS THE LAST MONTH FOR WHICH INFORMATION WAS AVAILABLE FOR THE ADULT PROGRAMS, WHICH WERE CONVERTED TO THE FEDERAL SUPPLEMENTAL SECURITY INCOME PROGRAM IN JANUARY 1974. THE REPORT CONSISTS OF TABLES SHOWING THE RATIO OF INDIAN RECIPIENTS IN EACH PROGRAM AND THE PROPORTION OF MONEY EXPENDED FOR THEIR GRANTS. THE PROGRAMS ARE: OLD AGE ASSISTANCE, AID TO THE BLIND, AID TO THE DISABLED, AID TO DEPENDENT CHILDREN, AND FOSTER CARE. A SUMMARY OF THE INDIAN RECIPIENT RATE BY PROGRAM FOR EACH OF THE LAST 20 YEARS IS PRESENTED, SHOWING THE TREND IN WELFARE ASSISTANCE PARTICIPATION. INFORMATION BY COUNTY HAS BEEN COMPILED FOR THE RESERVATION AND NONRESERVATION COUNTIES. THE TOTAL STATE POPULATION, INDIAN POPULATION, AND RATIO OF INDIANS BY COUNTY ACCORDING TO THE 1970 CENSUS IS A NEW TABLE FOR THIS REPORT. IN SOUTH DAKOTA OVER 80% OF THE INDIANS LIVE ON STATE RESERVATIONS, WHICH ARE: CHEYENNE RIVER, LOWER BRULE, PINE RIDGE, ROSEBUD, CROW CREEK, YANKTON, AND SISSETON (THE LAST 2 ARE OPEN RESERVATIONS). (KM)

ACCESSION NUMBER: ED092267

PUBLICATION DATE: 70

TITLE: PUBLIC ASSISTANCE FOR MINNESOTA INDIANS, CALENDAR YEAR, 1970.

DESCRIPTOR: *AMERICAN INDIANS; ANNUAL REPORTS; BLIND; CHILD WELFARE; DEPENDENTS; *EXPENDITURES; *FEDERAL AID; FEDERAL PROGRAMS; MEDICAL SERVICES; PHYSICALLY HANDICAPPED; PUBLIC FACILITIES; SENIOR CITIZENS; STATE AID; *STATISTICAL DATA; TREND ANALYSIS; *WELFARE; WELFARE RECIPIENTS

IDENTIFIER: *MINNESOTA

DESCRIPTIVE NOTE: 32P.; OVERSIZE PAGES, ACTUAL PAGE COUNT 16P.; FOR RELATED DOCUMENTS, SEE RC007917 AND RC007918

THE RESEARCH AND STATISTICS SECTION OF THE MINNESOTA DEPARTMENT OF PUBLIC WELFARE PREPARED THIS 1970 ANNUAL REPORT ON PUBLIC ASSISTANCE FOR AMERICAN INDIANS. DATA WERE GATHERED FROM THE 21 COUNTIES CONTAINING A MAJORITY OF INDIANS AND THE CITY OF MINNEAPOLIS DEPARTMENT OF PUBLIC RELIEF. THE REPORT INCLUDES DATA ON THE STATE'S EXPENDITURES FOR MEDICAL ASSISTANCE, GENERAL RELIEF, AND FEDERALLY AIDED MAINTENANCE PROGRAMS, SUCH AS AID FOR DEPENDENT CHILDREN, OLD AGE ASSISTANCE, AID TO THE BLIND, AND AID TO THE DISABLED. DATA ARE GIVEN IN TABULAR FORM. (NQ)

ACCESSION NUMBER: ED092268

PUBLICATION DATE: 71

TITLE: PUBLIC ASSISTANCE FOR MINNESOTA INDIANS, CALENDAR YEAR, 1971.

DESCRIPTOR: *AMERICAN INDIANS; ANNUAL REPORTS; BLIND; CHILD WELFARE; DEPENDENTS; *EXPENDITURES; *FEDERAL AID; FEDERAL PROGRAMS; MEDICAL SERVICES; PHYSICALLY HANDICAPPED; PUBLIC FACILITIES; SENIOR CITIZENS; STATE AID; *STATISTICAL DATA; TREND ANALYSIS; *WELFARE; WELFARE RECIPIENTS

IDENTIFIER: *MINNESOTA

DESCRIPTIVE NOTE: 32P.; OVERSIZE PAGES, ACTUAL PAGE COUNT 16P.; FOR RELATED DOCUMENTS, SEE RC007916 AND RC007918

THE 1971 ANNUAL REPORT ON PUBLIC ASSISTANCE, PREPARED BY THE RESEARCH AND STATISTICS SECTION OF THE MINNESOTA DEPARTMENT OF PUBLIC WELFARE, PRESENTS DATA PERTAINING TO EXPENDITURES FOR AMERICAN INDIANS. THE $8,285,789 OF EXPENDITURES ARE BROKEN DOWN BY PROGRAM AND FUNDING SOURCE. THE PROGRAMS ARE OLD AGE ASSISTANCE, MEDICAL ASSISTANCE, GENERAL RELIEF, AID TO THE DISABLED, AID TO THE BLIND, AND AID FOR DEPENDENT CHILDREN. PROGRAMS USE EITHER FEDERAL, COUNTY, OR STATE FUNDS. STATISTICAL DATA ARE GIVEN FOR THE 21 COUNTIES HAVING A MAJORITY OF MINNESOTA INDIANS. TRENDS IN PUBLIC ASSISTANCE EXPENDITURES FOR INDIANS AND TRENDS IN CASES AND PERSONS BY PROGRAM ARE GIVEN FOR 1956 TO 1971. (NQ)

10

ACCESSION NUMBER: ED092269

PUBLICATION DATE: 72

TITLE: PUBLIC ASSISTANCE FOR MINNESOTA INDIANS, CALENDAR YEAR, 1972.

DESCRIPTOR: *AMERICAN INDIANS; ANNUAL REPORTS; BLIND; CHILD WELFARE; DEPENDENTS; *EXPENDITURES; *FEDERAL AID; FEDERAL PROGRAMS; MEDICAL SERVICES; PHYSICALLY HANDICAPPED; PUBLIC FACILITIES; SENIOR CITIZENS; STATE AID; *STATISTICAL DATA; TREND ANALYSIS; *WELFARE; WELFARE RECIPIENTS

IDENTIFIER: *MINNESOTA

DESCRIPTIVE NOTE: 32P.; OVERSIZE PAGES, ACTUAL PAGE COUNT 16P.; FOR RELATED DOCUMENTS, SEE RC007916 AND RC007917

PREPARED BY THE RESEARCH AND STATISTICS SECTION OF THE MINNESOTA DEPARTMENT OF PUBLIC WELFARE, THIS 1972 ANNUAL REPORT CONTAINS DATA ON PUBLIC ASSISTANCE EXPENDITURES FOR AMERICAN INDIANS. DATA ARE BROKEN DOWN BY PROGRAM AND FUNDING SOURCE. THE PROGRAMS ARE OLD AGE ASSISTANCE, AID FOR DEPENDENT CHILDREN, AID TO THE BLIND, AID TO THE DISABLED, GENERAL RELIEF, AND MEDICAL ASSISTANCE. PROGRAMS USE EITHER FEDERAL, COUNTY, OR STATE FUNDS. STATISTICAL DATA PERTAIN TO THE 21 COUNTIES WITH THE MAJORITY OF INDIANS AND THE CITY OF MINNEAPOLIS. TRENDS IN PUBLIC ASSISTANCE EXPENDITURES FOR MINNESOTA INDIANS ARE REPORTED FOR 1956 TO 1972. A GRAPH SHOWING TOTAL PUBLIC ASSISTANCE FOR INDIANS AND PERCENT OF TOTAL PUBLIC ASSISTANCE FOR ALL MINNESOTA RECIPIENTS FOR 1959 TO 1972 IS ALSO INCLUDED. (NQ)

ACCESSION NUMBER: ED092271

PUBLICATION DATE: 11 MAY 73

TITLE: TESTIMONY OF JOHN C. RAINER . HEARINGS BEFORE THE SENATE APPROPRIATIONS SUBCOMMITTEE ON THE INTERIOR AND RELATED AFFAIRS, MAY 11, 1973.

PERSONAL AUTHOR: RAINER, JOHN C.

DESCRIPTOR: *AMERICAN INDIANS; BUDGETS; COMMUNITY CONTROL; EDUCATIONAL BENEFITS; *FEDERAL AID; FEDERAL LEGISLATION; FUTURES (OF SOCIETY); *HIGHER EDUCATION; MINORITY GROUPS; PROGRAM PLANNING; *SCHOLARSHIP FUNDS; SELF DIRECTED GROUPS; SPEECHES; *TREATIES; TRIBES

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 8P.

THE TESTIMONY OF JOHN C. RAINER, DIRECTOR OF THE AMERICAN INDIAN SCHOLARSHIP PROGRAM, BEFORE THE SENATE APPROPRIATIONS SUBCOMMITTEE ON THE INTERIOR AND RELATED AFFAIRS (MAY 1973) EXAMINED THE SENATE'S REDUCTION OF THE BUREAU OF INDIAN AFFAIRS (BIA) APPROPRIATION FOR 1973-74. RAINER EXPLAINED THAT THE $19,938,000 REQUESTED FOR THE YEAR, $10,000,000 LESS THAN THE 1972-73 APPROPRIATION, WAS INADEQUATE TO FUND THE PROJECTED 18,000 AMERICAN INDIAN STUDENTS ENTERING COLLEGE AT THAT TIME. AS SUPPORT FOR HIS PLEA, RAINER CITED PRESIDENTS NIXON AND JOHNSON IN THEIR CALL FOR INDIAN SELF-DETERMINATION. IN LINE WITH THIS, 48 TRIBES ARE NOW GRANTING SCHOLARSHIPS TO THEIR YOUNG PEOPLE, BUT CAN CONTINUE TO DO SO ONLY AS LONG AS ADEQUATE FUNDS ARE AVAILABLE. ALSO, RAINER SAID THAT THE 1972 EDUCATION ACT WAS A LAUDABLE EFFORT, BUT OBJECTED TO INDIANS COMPETING WITH ALL MINORITY GROUPS IN THE UNITED STATES FOR THE SCHOLARSHIP FUND. HE EXPLAINED THAT THE ONLY LEGAL BASIS FOR SCHOLARSHIP ASSISTANCE TO OTHER MINORITY GROUPS WAS THEIR U.S. CITIZENSHIP; INDIANS, HOWEVER, DERIVED THEIR LEGAL POSITION FROM A SPECIAL RELATIONSHIP WITH THE U.S. GOVERNMENT ESTABLISHED BY TREATIES AND LAND CESSION. RAINER CONCLUDED THAT THE PROPOSED BIA BUDGET CUT AMOUNTED TO A HALT IN THE CONGRESSIONAL EFFORT TO INCREASE FUNDING AND TRAINING FOR MANY YOUNG INDIANS TO BE ASSETS IN THEIR RESPECTIVE COMMUNITIES AND IN THE NATION. (KM)

ACCESSION NUMBER: ED092272

PUBLICATION DATE: 72

TITLE: EDUCATION IN THE NORTH: SELECTED PAPERS OF THE INTERNATIONAL CONFERENCE ON CROSS-CULTURAL EDUCATION IN THE CIRCUMPOLAR NATIONS AND RELATED ARTICLES (1ST, MONTREAL, AUGUST 18-21, 1969).

PERSONAL AUTHOR: DARNELL, FRANK, ED.

DESCRIPTOR: ADMINISTRATIVE POLICY; ALTERNATIVE SCHOOLS; AMERICAN INDIANS; *CONFERENCE REPORTS; *CROSS CULTURAL STUDIES; *ECONOMIC PROGRESS; *EDUCATIONAL DEVELOPMENT; ESKIMOS; FOREIGN COUNTRIES; FUTURES (OF SOCIETY); HISTORY; *INDIGENOUS PERSONNEL; LAND USE; NATIVE SPEAKERS; NATURAL RESOURCES; NOMADS; RURAL AREAS; WESTERN CIVILIZATION

IDENTIFIER: CIRCUMPOLAR NATIONS; *NORTHERN NATIONS

DESCRIPTIVE NOTE: 370P.; FOR RELATED DOCUMENTS, SEE RC007923-927

THE INDIGENOUS PEOPLE OF THE NORTH FACE MANY COMPLEX PROBLEMS AS THEY LEARN TO COPE WITH AN INVASION OF CULTURALLY ALIEN AND NUMERICALLY DOMINANT GROUPS FROM OTHER AREAS. THEIR EDUCATIONAL SYSTEMS HAVE THEORETICALLY BEEN ORGANIZED ON PRINCIPLES OF DEMOCRACY AND RESPONSIVENESS TO LOCAL COMMUNITY NEEDS, BUT IT HAS BECOME OBVIOUS THAT EXISTING PROGRAMS ARE DESIGNED TO ACCOMMODATE THE LANGUAGE, CULTURE, ECONOMIC SYSTEM, AND INTEREST OF THE DOMINANT GROUP FROM THE SOUTH. DURING THE MID-1960'S, A GROUP OF ALASKANS AND CANADIANS INVESTIGATED THE CONDITIONS AFFECTING EDUCATIONAL PROGRAMS IN EACH OF THE CIRCUMPOLAR NATIONS WITH A VIEW TO SUGGESTING ALTERNATIVE EDUCATIONAL SCHEMES. AS A RESULT, IN 1969 A CONFERENCE WAS HELD IN CANADA UNDER THE JOINT SPONSORSHIP OF THE ARCTIC INSTITUTE OF NORTH AMERICA AND THE UNIVERSITY OF ALASKA. THE CONFERENCE WAS ORGANIZED AROUND 4 BASIC AREAS AND THEIR RELATIONSHIP TO EDUCATION IN THE NORTH: (1) ECONOMICS; (2) ADMINISTRATION; (3) PEDAGOGY; AND (4) CULTURE. THIS BOOK IS ORGANIZED ALONG SIMILAR LINES, BUT WITH MODIFICATIONS THAT UPDATE SOME ELEMENTS OF THE SUBJECT. CONFERENCE PARTICIPANTS CAME FROM THE 7 CIRCUMPOLAR NATIONS OF CANADA, DENMARK (GREENLAND), FINLAND, NORWAY, THE SOVIET UNION, SWEDEN, AND THE UNITED STATES (ALASKA). PART 5 OF THE REPORT COVERS UNESCO EXPERIENCES IN CROSS-CULTURAL EDUCATION. THE APPENDIX LISTS CONFERENCE PARTICIPANTS. (KM)

AVAILABILITY: CENTER FOR NORTHERN EDUCATIONAL RESEARCH, UNIVERSITY OF ALASKA, FAIRBANKS, ALASKA 99701 ($5.95)

H C NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED092273

PUBLICATION DATE: 72

TITLE: CROSS-CULTURAL EDUCATION AND THE ECONOMIC SITUATION: THE GREENLAND AND ALASKA CASES.

PERSONAL AUTHOR: ROGERS, GEORGE W.

DESCRIPTOR: AMERICAN INDIANS; COMMUNITY CHANGE; CONSUMER ECONOMICS; *CROSS CULTURAL STUDIES; *ECONOMIC DEVELOPMENT; EDUCATIONAL OBJECTIVES; ESKIMOS; *FEDERAL PROGRAMS; HUMAN CAPITAL; *INDIGENOUS PERSONNEL; NOMADS; POLICY FORMATION; REGIONAL PLANNING; RELOCATION; RURAL AREAS; *SOCIAL DEVELOPMENT; SPEECHES

IDENTIFIER: ALASKA; GREENLAND; *NORTHERN NATIONS

DESCRIPTIVE NOTE: 62P.; FOR RELATED DOCUMENT, SEE RC007922 AND RC007924-927. UPDATED VERSION OF A SPEECH PREPARED FOR THE INTERNATIONAL CONFERENCE ON CROSS-CULTURAL EDUCATION, MONTREAL, AUGUST 18-21, 1969

THE PAPER EXAMINES THE ECONOMIC SITUATIONS IN GREENLAND AND ALASKA. SIMILAR IN MANY WAYS, THE 2 COUNTRIES REPRESENT OPPOSITE POLICY POLES FROM A CULTURAL STANDPOINT. THE BASIC ECONOMIC PROBLEM IS ONE OF SEVERE REGIONAL IMBALANCE WHEN COMPARED WITH THE REST OF THE NATION. FOR BOTH, GOVERNMENT POLICY HAS TRIED TO RAISE INCOME AND CONSUMPTION TO A LEVEL COMPARABLE WITH THE REST OF THE COUNTRY. THE VARIED IMPROVEMENT PROGRAMS AND POLICIES USE 3 UNDERLYING PROCESSES: POPULATION TRANSFERS, RAISING LEVELS OF REGIONAL PRODUCTIVITY, AND SUBSIDIZATION OF INVESTMENTS, PUBLIC CONSUMPTION AND LEVELS OF PRIVATE CONSUMPTION. ANALYZED THUSLY, THE SUBJECT CASES REPRESENT 2 OPPOSITE APPROACHES TO ECONOMIC AND SOCIAL DEVELOPMENT, ALTHOUGH RESULTS HAVE BEEN SIMILAR. GREENLAND EMPHASIZED PROMOTING REGIONAL ECONOMIC DEVELOPMENT TO SERVE SOCIAL OBJECTIVES; ALASKA EMPHASIZED CHANGING PEOPLE THROUGH EDUCATION AND VOCATIONAL TRAINING. RECENT EDUCATIONAL AND DEVELOPMENT REFORMS, HOWEVER, ARE SWITCHING THEIR EMPHASIS: IN ALASKA, THE NEW POLICIES ARE AN ADAPTATION OF THE GREENLAND POLICIES FOR IMPROVING THE LOT OF PEOPLE WHERE THEY ARE; IN GREENLAND, THE ALASKAN POLICIES FOR INCREASING THE MOBILITY AND ACCULTURATION OF PEOPLE IN ECONOMICALLY DEPRESSED AREAS ARE BEING USED. THE FAILURE OF THE EDUCATIONAL PROGRAMS IN THESE AREAS RESULTS FROM THE FORMS OF THE SYSTEM, THE CLASSROOM, AND THE ACADEMIC YEAR, ALL OF WHICH ARE NOT COMPATIBLE WITH THE TRADITIONAL HUNTING AND FISHING SEMI-NOMADIC SOCIETIES OF THESE INDIGENOUS PEOPLE. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 092 272

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED092274

PUBLICATION DATE: 72

TITLE: THE IMPACT OF ECONOMIC CONDITIONS ON CROSS-CULTURAL EDUCATION IN ALASKA.

PERSONAL AUTHOR: ROGERS, GEORGE W.

DESCRIPTOR: AMERICAN INDIANS; *COMMUNITY INVOLVEMENT; CROSS CULTURAL STUDIES; DEMOGRAPHY; *ECONOMIC DEVELOPMENT; EMPLOYMENT PATTERNS; ESKIMOS; FEDERAL PROGRAMS; *INDIGENOUS PERSONNEL; POPULATION GROWTH; RURAL AREAS; *SOCIOECONOMIC INFLUENCES; SPEECHES; *STATISTICAL ANALYSIS; TREND ANALYSIS

IDENTIFIER: ALASKA; *NORTHERN NATIONS

DESCRIPTIVE NOTE: 46P.; FOR RELATED DOCUMENTS, SEE RC007922-923 AND RC007925-927. SPEECH PREPARED FOR THE INTERNATIONAL CONFERENCE ON CROSS-CULTURAL EDUCATION, MONTREAL, AUGUST 18-21, 1969

FOCUSING ON THE CHANGING ECONOMIC SITUATION IN THE NORTH AND THE INVOLVEMENT OF THE INDIGENOUS POPULATION, THE SPEECH DEALS ONLY WITH ALASKA. IN COMMON WITH THE REST OF THE NORTH, THE ALASKAN PAST HAS BEEN CHARACTERIZED BY ECONOMIC FLUCTUATIONS IN HIGHLY SPECIALIZED PERIODS. SUBJECTS TREATED ARE ALASKA'S TOTAL ECONOMIC DEVELOPMENT TRANSLATED INTO POPULATION TRENDS, AND MEASURES OF THE DEGREE TO WHICH THE NATIVE POPULATION HAS BEEN IDENTIFIED OR INVOLVED IN THESE DEVELOPMENTS. THE OBJECTIVE IS NOT TO PENETRATE DEEPLY INTO THE SUBJECT BUT, POSSIBLY FOR THE FIRST TIME, TO SUGGEST ITS MAGNITUDE. SECTION I REVIEWS POPULATION TRENDS AS INDICES OF SOCIAL AND ECONOMIC TRENDS, USING THE DECENNIAL CENSUS DATA AND EARLIER ESTIMATES FOR THE ANALYSIS FROM 1740 TO 1960. SECTION II TAKES AN OVERALL VIEW OF THE RESPONSE OF ALL OF ALASKA'S NATIVES TO ECONOMIC DEVELOPMENT SINCE 1939, THE SAME TIME PERIOD THAT ALASKA EMERGED FROM ITS PRE-WORLD WAR II COLONIAL PHASE OF ECONOMIC DEVELOPMENT. THE STUDY FOUND THAT A REGIONAL COMPARISON OF NATIVE POPULATION PROJECTIONS SOLELY ON THE BASIS OF NET NATURAL INCREASE WITH POPULATION BASED UPON EMPLOYMENT PROJECTIONS INDICATED THAT THE 2 REGIONS WITH THE LARGEST NATIVE POPULATIONS AND PROSPECTS FOR FUTURE GROWTH (SOUTHWEST AND NORTHWEST) ARE ALSO THE REGIONS WITH THE LOWEST EMPLOYMENT GROWTH POTENTIAL. IT WAS ANTICIPATED THAT ALASKA AND THE NORTH IN GENERAL WILL MOVE EVEN FURTHER THAN AT PRESENT FROM FORMS OF EMPLOYMENT AND WAYS OF LIVING WHICH ARE COMPATIBLE WITH THE TRADITIONAL WAYS OF THE INDIGENOUS PEOPLE. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 092272

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED092275

PUBLICATION DATE: 72

TITLE: TRAINING OF NATIVE TEACHERS IN QUEBEC.

PERSONAL AUTHOR: GIRARD, GHISLAINE

DESCRIPTOR: ADJUSTMENT (TO ENVIRONMENT); AMERICAN INDIANS; *BILINGUAL EDUCATION; *BILINGUAL TEACHER AIDES; COMMUNITY INVOLVEMENT; *EDUCATIONAL DEVELOPMENT; *ESKIMOS; FEDERAL PROGRAMS; NATIVE SPEAKERS; NATURAL RESOURCES; RURAL AREAS; SPEECHES; SUCCESS FACTORS; *TEACHER EDUCATION

IDENTIFIER: CANADA; *NORTHERN NATIONS; NORTHERN QUEBEC

DESCRIPTIVE NOTE: 8P.; FOR RELATED DOCUMENTS, SEE RC007922-924 AND RC007926-927; SPEECH PREPARED FOR THE INTERNATIONAL CONFERENCE ON CROSS-CULTURAL EDUCATION, MONTREAL, AUGUST 18-21, 1969

IN 1962, FOLLOWING THE DISCOVERY OF VALUABLE NATURAL RESOURCES IN NORTHERN QUEBEC, THE GOVERNMENT OF QUEBEC DECIDED TO COMMIT ITSELF TO ESKIMO AND INDIAN AFFAIRS IN THE AREA, PREPARING THESE PEOPLE WHO WERE ALREADY PHYSIOLOGICALLY AND PSYCHOLOGICALLY ADAPTED TO THE TERRITORY SO THAT THEY COULD PLAY A PERSONAL ROLE IN ITS DEVELOPMENT. AN EDUCATIONAL TRAINING PROGRAM WAS ESTABLISHED FOR THE ENTIRE POPULATION, BOTH YOUNG AND ADULT, WITH THE EVENTUAL GOAL OF PREPARING NATIVE TEACHERS TO MANAGE THEIR OWN SCHOOLS. ALL SUBJECTS IN THE PROGRAM'S FIRST CYCLE (GRADES K-2) WERE TAUGHT IN THE NATIVE LANGUAGE SINCE IT WAS FELT THAT AN EARLY EMPHASIS ON THE MOTHER TONGUE WOULD ENABLE THE STUDENTS TO SUCCEED TO NEW CONCEPTS AND FORMS OF EXPRESSION, EVEN THOSE NOT IN A FAMILIAR MILIEU, MORE EASILY THAN THEY WOULD USING FRENCH OR ENGLISH. SUBJECTS WERE CHANGED TO A SECOND LANGUAGE IN THE HIGHER GRADES. INITIALLY, TEACHING ASSISTANTS WERE CHOSEN LOCALLY, SERVING A 3 YEAR CLASSROOM APPRENTICESHIP UNDER THE SOUTHERN TEACHERS, AFTER WHICH THEY WERE GIVEN THE OPPORTUNITY TO IMPROVE THEIR PERSONAL EDUCATION. ANSWERS MUST STILL BE FOUND, HOWEVER, FOR THE PROBLEMS THAT ARISE FROM THE CONFRONTATION OF 2 RADICALLY DIFFERENT ETHNIC GROUPS. EVEN IF ESKIMO IS THE LANGUAGE OF INSTRUCTION, THE PROGRAM ITSELF BELONGS TO AN ALIEN CULTURE. IT WAS NOT SURPRISING, THEREFORE, THAT THE ESKIMO ADULTS, INCLUDING THE TEACHER AIDES, DID NOT FEEL THAT THE SCHOOL WAS AN INTEGRAL PART OF THEIR COMMUNITY. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 092272

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED092276

PUBLICATION DATE: 72

TITLE: SYSTEMS OF EDUCATION FOR THE ALASKA NATIVE POPULATION.

PERSONAL AUTHOR: DARNELL, FRANK

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY CONTROL; DEMOGRAPHY; *EDUCATIONAL DEVELOPMENT; EDUCATIONAL PHILOSOPHY; *ESKIMOS; *FEDERAL PROGRAMS; FEDERAL STATE RELATIONSHIP; FINANCIAL SUPPORT; LEGISLATION; POLITICAL ISSUES; ROLE THEORY; RURAL AREAS; SCHOOL DISTRICT AUTONOMY; SPEECHES; *STATE PROGRAMS; TABLES (DATA)

IDENTIFIER: ALASKA; *NORTHERN NATIONS

DESCRIPTIVE NOTE: 32P.; FOR RELATED DOCUMENTS, SEE RC007922-925 AND RC007927. SPEECH PREPARED FOR THE INTERNATIONAL CONFERENCE ON CROSS-CULTURAL EDUCATION, MONTREAL, AUGUST 18-21, 1969

A HISTORY CLEARLY UNLIKE ANY OTHER REGION IN THE U.S., AN INDIGENOUS POPULATION WITH UNIQUE CULTURAL PATTERNS, AND A PHYSICAL ENVIRONMENT THAT CAN ONLY BE DESCRIBED WITH POSITIVE AND NEGATIVE SUPERLATIVES, HAVE ALL COMBINED TO INFLUENCE THE MAKING OF A COMPLEX TRIPARTITE EDUCATIONAL SYSTEM FOR A LARGE PORTION OF ALASKA'S PEOPLE. TWO PARTS OF THE SYSTEM ARE THE RESPONSIBILITY OF THE STATE, I.E., A GROUP OF LOCAL DISTRICTS AND BOARDS WITH AUTHORITY DELEGATED BY THE STATE LEGISLATURE AND THE STATE-OPERATED SCHOOLS INFLUENCED DIRECTLY BY LEGISLATIVE ACT AND STATE BOARD OF EDUCATION REGULATIONS. THE THIRD ELEMENT OF THE TRIPARTITE IS THE FEDERAL SYSTEM OF RURAL SCHOOLS OPERATED BY THE BUREAU OF INDIAN AFFAIRS. EACH COMPONENT OF THE FEDERAL-STATE RURAL SYSTEM HAS SIMILAR EDUCATIONAL PATTERNS AND PURPOSES. THE DOCUMENT ALSO EXPLAINS THE LEGAL BASIS FOR NATIVE EDUCATION, EDUCATIONAL GOALS AND PROGRAMS, STATEMENTS BY POLITICAL FIGURES AND RESOLUTIONS BY GOVERNMENTAL AGENCIES; AND THE PHILOSOPHY, GOALS, FACULTY AND PUPIL COMPOSITION OF THE STATE-OPERATED SCHOOLS. THE 9 TABLES COVER SUCH THINGS AS TEACHER QUALIFICATIONS, PUPIL-TEACHER RATIOS, ENROLLMENT TRENDS, AND AGE-GRADE DISTRIBUTIONS. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 092272

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED092277

PUBLICATION DATE: 72

TITLE: LAPP SCHOOLS, TEACHER EDUCATION AND TRANS-CULTURAL STUDIES.

PERSONAL AUTHOR: RUONG, ISREAL

DESCRIPTOR: ADJUSTMENT (TO ENVIRONMENT); AMERICAN INDIANS; COMMUNITY CONTROL; CULTURAL FACTORS; *CULTURE CONFLICT; ECONOMIC FACTORS; EMPLOYMENT OPPORTUNITIES; ESKIMOS; FAMILY SCHOOL RELATIONSHIP; FOREIGN COUNTRIES; HUMAN CAPITAL; *INDIGENOUS PERSONNEL; NATIVE SPEAKERS; NOMADS; *PROGRAM DESCRIPTIONS; *REGIONAL SCHOOLS; RURAL AREAS; SPEECHES; *TEACHER EDUCATION

IDENTIFIER: LAPPS; *NORTHERN NATIONS; SWEDEN

DESCRIPTIVE NOTE: 8P.; FOR RELATED DOCUMENTS, SEE RC007922-926. SPEECH PREPARED FOR THE INTERNATIONAL CONFERENCE ON CROSS-CULTURAL EDUCATIONAL, MONTREAL, AUGUST 19-21, 1969

LAPP SCHOOLS IN SWEDEN AND SOME OF THEIR CURRENT PROBLEMS ARE DESCRIBED. IN DISCUSSING TEACHER TRAINING AND RELATED EDUCATIONAL SITUATIONS, A BRIEF HISTORY OF LAPP EDUCATION IS GIVEN, BEGINNING WITH THE ESTABLISHMENT OF THE SKYTTEANIAN SCHOOL IN 1632. FROM THE SECOND HALF OF THE 1700'S, THERE EXISTED BOTH PERMANENT AND AMBULATORY SCHOOLS IN THE HOME VILLAGES, A POINT OF CONTROVERSY UNTIL THE 1930'S. THE PERMANENT FORM WAS MORE EFFECTIVE BUT DID NOT REACH AS MANY CHILDREN; IN THE AMBULATORY FORM, STUDENTS WHO COMPLETED THE 2 YEAR COURSE WERE EXPECTED TO SPREAD THEIR KNOWLEDGE OF CHRISTIANITY AND READING TO THEIR HOME VILLAGES. ALSO, DEFENDERS OF THE AMBULATORY SYSTEM FELT THAT THE PERMANENT SCHOOLS DREW THE LAPPISH YOUTH AWAY FROM THEIR NOMADIC LIFE, LOSING THEIR TRADITIONAL WAY OF LIFE. IT WAS THIS IDEOLOGY WHICH FORMED THE BASIS FOR THE 1913 NOMAD SCHOOL REFORM. THE INSTRUCTION IN THESE SCHOOLS WAS ADAPTED TO THE LAPP CULTURE, INCLUDING SUCH THINGS AS NOMAD STUDIES AND VOCATIONAL INSTRUCTION IN REINDEER BREEDING. MOST IMPORTANT IN SATISFYING THE UNIQUE EDUCATIONAL DEMANDS OF LAPPS, THOUGH, IS TEACHER EDUCATION AND RECRUITMENT. ADDITIONALLY, THE PAPER STRESSES THE IMPORTANCE OF ECONOMY, EMPHASIZING THAT DESTRUCTION OF CAPITAL MEANS ECONOMIC LOSS; IN A WIDER SENSE, THE HUMAN BEING IS A FORM OF CAPITAL AND IT IS A LOSS TO SOCIETY WHEN AN INDIVIDUAL IS UNABLE TO REALIZE HIS POTENTIAL BECAUSE OF EDUCATIONAL DEPRIVATION. THE LAPPS CANNOT AFFORD TO LOSE THEIR ROOTS IN THE CULTURE OF THEIR ANCESTORS; NEITHER CAN THEY AFFORD TO WORK FOR ITS DEVELOPMENT. (KM)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED092279

PUBLICATION DATE: 73

TITLE: A HISTORY OF INDIAN POLICY.

PERSONAL AUTHOR: TYLER, S. LYMAN

DESCRIPTOR: *ADMINISTRATIVE POLICY; *AMERICAN HISTORY; *AMERICAN INDIANS; CHANGE AGENTS; CHANGING ATTITUDES; CULTURAL BACKGROUND; *DEVELOPMENT; *FEDERAL PROGRAMS; INDIVIDUAL POWER; LIFE STYLE; POLICY FORMATION; POLITICAL INFLUENCES; RESERVATIONS (INDIAN); RESOURCES; TREATIES; TRIBES

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 374P.

THE STUDY BRINGS TOGETHER IN ONE WORK A BRIEF HISTORY OF AMERICAN INDIAN POLICY IN THE UNITED STATES FOR THE USE OF STUDENTS, TEACHERS, GOVERNMENT EMPLOYEES, AND THE GENERAL READER. MORE DETAIL HAS BEEN SUPPLIED FOR THE PERIOD SINCE 1930 TO ENABLE THE READER TO SEE THE PROCESSES INVOLVED IN THE ADOPTION, ADMINISTRATION, AND EVENTUAL CHANGES IN INDIAN POLICY. THE CENTER OF ATTENTION HAS BEEN THE DEVELOPMENT AND CHANGES OF POLICY. HISTORICAL INFORMATION CONCERNING THE BUREAU OF INDIAN AFFAIRS (BIA), AND GENERAL HISTORY HAS BEEN SUPPLIED ONLY AS NECESSARY TO UNDERSTAND THE POLICY CHANGES. THE 10 CHAPTERS COVER: THE NATURE OF INDIAN POLICY; THE INDIAN AND THE EUROPEAN; TREATIES AND INDIAN TRADE; TRIBAL REMOVAL AND CONCENTRATION WESTWARD; RESERVATIONS FOR INDIAN TRIBES; ALLOTMENTS TO INDIVIDUAL INDIANS; TRIBAL REORGANIZATION; INDIAN RELOCATION AND TRIBAL TERMINATION; INDIAN POLICY AND AMERICAN LIFE IN THE 1960'S; SELF DETERMINATION THROUGH INDIAN LEADERSHIP, 1968 TO 1972; AND INDIAN POLICY GOALS FOR THE EARLY 1970'S. THE BIBLIOGRAPHY INCLUDES GENERAL REFERENCE WORKS, UNPUBLISHED MATERIALS, GOVERNMENT DOCUMENTS, BIA PUBLICATIONS, BOOKS, NEWSPAPERS, AND PERIODICAL LITERATURE. THE APPENDIX GIVES DATES SIGNIFICANT IN THE DEVELOPMENT OF INDIAN POLICY AND ADMINISTRATORS OF U.S. FEDERAL INDIAN POLICY FROM 1789 TO THE PRESENT. (KM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 2402-00031, $4.25, PAPER COVER)

ACCESSION NUMBER: ED092287

PUBLICATION DATE: 71

TITLE: HUMAN SERVICES IN RURAL ALASKA: HIGHLIGHTS FROM THE EVALUATION OF THE RURAL AREAS SOCIAL SERVICES PROJECT.

PERSONAL AUTHOR: FELDMAN, FRANCES LOMAS

DESCRIPTOR: ADMINISTRATION; *AMERICAN INDIANS; CHANGE AGENTS; COMMUNITY DEVELOPMENT; DEMONSTRATION PROJECTS; ESKIMOS; HUMAN SERVICES; ORGANIZATION; PROGRAM EVALUATION; RECRUITMENT; *RURAL POPULATION; *SOCIAL SERVICES; *SUBPROFESSIONALS; *TRAINING OBJECTIVES; WELFARE

IDENTIFIER: *ALASKA; RASS; RURAL AREAS SOCIAL SERVICES PROJECT

DESCRIPTIVE NOTE: 224P.

THE SOCIAL AND REHABILITATION SERVICE GRANTED THE ALASKA DIVISION OF PUBLIC WELFARE FUNDS TO TRAIN AND EMPLOY QUALIFIED NATIVE VILLAGE PEOPLE AS PARAPROFESSIONALS WHO COULD PROVIDE THE SOCIAL SERVICES NEEDED WHILE LIVING RIGHT IN THE VILLAGE. THE RURAL AREAS SOCIAL SERVICES PROJECT (RASS), A DEMONSTRATION AND TRAINING PROJECT AIMED AT BRINGING PUBLIC WELFARE SERVICES TO ALASKA'S RURAL AREAS, WAS PLANNED. AWARDED $328,300 FOR THE FIRST YEAR, OPERATIONS BEGAN IN DECEMBER 1968. THE PROJECT WAS AWARDED $426,500 FOR THE SECOND YEAR. NINETEEN NATIVE HUMAN SERVICES WORKERS AND 2 SUPERVISORS WERE INCORPORATED INTO THE BUDGET. THE PROPOSAL ALSO PROVIDED FOR EVALUATIVE RESEARCH, WHICH WAS IMPLEMENTED IN JULY 1969. THE REGIONAL RESEARCH INSTITUTE IN SOCIAL WELFARE (SCHOOL OF SOCIAL WORK, UNIVERSITY OF SOUTHERN CALIFORNIA) AND AN INVESTIGATOR PLANNED AND CONDUCTED THE EVALUATION. EVALUATION WAS DONE BY OBSERVATIONS, FIELD RECONNAISSANCE, AND INTERVIEWS WITH VILLAGERS AND HUMAN SERVICES AIDES. SOME OF THE HIGHLIGHTS OF THE EVALUATION REPORT, SELECTED BY THE PRINCIPAL INVESTIGATOR, PERTAIN TO: RASS'S OPERATIONS, THE EVALUATIVE RESEARCH, CASE SERVICE ACTIONS, COMMUNITY DEVELOPMENT ACTIVITIES, SUPERVISORY AND ADMINISTRATIVE SUPPORTS, COORDINATION FUNCTIONS, RECRUITMENT, TRAINING, AND PROGRAM EFFECTIVENESS. (NQ)

ACCESSION NUMBER: ED092296

PUBLICATION DATE: 74

TITLE: A DESCRIPTIVE STUDY OF TEACHER EDUCATION PROGRAMS FOR NAVAJO INDIAN COLLEGE STUDENTS.

PERSONAL AUTHOR: JACKSON, VIRGINIALEE D.

DESCRIPTOR: ALTERNATIVE SCHOOLS; *AMERICAN INDIANS; COLLEGE STUDENTS; COMMUNITY INVOLVEMENT; *ELEMENTARY SCHOOL TEACHERS; FEDERAL PROGRAMS; HISTORY; PHILOSOPHY; *PROGRAM DESCRIPTIONS; *RESERVATIONS (INDIAN); *TEACHER EDUCATION

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 30P.

THE PAPER DESCRIBES FOUR ALTERNATIVE TEACHER TRAINING APPROACHES OFFERING NAVAJO INDIAN COLLEGE STUDENTS THE OPPORTUNITY TO BECOME CERTIFIED CLASSROOM TEACHERS WITHIN PROXIMITY OF THEIR HOMES AND JOBS ON THE RESERVATION. PROGRAMS DISCUSSED INCLUDE NAVAJO TRIBAL TEACHER EDUCATION PROGRAM, CAREER OPPORTUNITIES PROGRAM, TEACHER CORPS, AND A REPRESENTATIVE REGULAR COLLEGE PROGRAM OFFERED BY NORTHERN ARIZONA UNIVERSITY, FLAGSTAFF. THE PURPOSE OF THE PAPER IS TO GIVE PROSPECTIVE NAVAJO TEACHERS INSIGHT INTO THE WAYS AND MEANS OF OBTAINING THE EDUCATION PREREQUISITE TO BECOMING FULLY CERTIFIED ELEMENTARY SCHOOL TEACHERS, HOPEFULLY ENCOURAGING AN INCREASED NUMBER OF NAVAJOS TO ENTER THE TEACHING PROFESSION AND TO REMAIN ON THE RESERVATION. TWO OF THE APPROACHES DISCUSSED ARE ASSOCIATED WITH NATIONWIDE, FEDERALLY FUNDED PROGRAMS. AN ATTEMPT IS ALSO MADE TO DESCRIBE THE HISTORY AND PHILOSOPHY OF THE CAREER OPPORTUNITIES PROGRAM AND TEACHER CORPS. (AUTHOR/KM)

ACCESSION NUMBER: ED092297

PUBLICATION DATE: 1 JUL 74

TITLE: PROJECT HEED. FINAL EVALUATION REPORT, 1973-74.

PERSONAL AUTHOR: EDINGTON, EVERETT D.; PETTIBONE, TIMOTHY

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AFFECTIVE BEHAVIOR; *AMERICAN INDIANS; *EDUCATIONAL ASSESSMENT; EDUCATIONAL PROGRAMS; FIELD TRIPS; MOTIVATION; *PROGRAM EVALUATION; *READING ACHIEVEMENT; SELF CONCEPT; *SPECIAL EDUCATION; TABLES (DATA)

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III; *HEED ETHNIC EDUCATIONAL DEPOLARIZATION; PROJECT HEED

DESCRIPTIVE NOTE: 134P.; FOR RELATED DOCUMENTS SEE RC007887 THROUGH RC007890

1973-74 APPROXIMATELY 1,100 INDIAN STUDENTS IN GRADES 1 THROUGH 8 PARTICIPATED IN PROJECT HEED (HEED ETHNIC EDUCATIONAL DEPOLARIZATION) IN ARIZONA. THE PROJECT TARGET SITES WERE 59 CLASSROOMS AT SACATON, SELLS, PEACH SPRINGS, SAN CARLOS, TOPOWA, MANY FARMS, ST. CHARLES MISSION, AND HOTEVILLE. PRIMARY OBJECTIVES WERE: (1) IMPROVEMENT IN READING SKILLS, (2) DEVELOPMENT OF CULTURAL AWARENESS, AND (3) MEETING THE SPECIAL EDUCATIONAL NEEDS OF INDIAN CHILDREN. THE EVALUATION COVERED 6 BASIC AREAS: READING PERFORMANCE, SELF CONCEPT, SPECIAL EDUCATION, STUDENT GROUP AND INDIVIDUAL PARTICIPATION, CULTURAL AWARENESS, AND MANAGEMENT OBJECTIVES. VARIOUS TESTS WERE ADMINISTERED, SUCH AS: THE DISTAR MASTERY TESTS; WIDE RANGE ACHIEVEMENT TEST; THE PRIMARY SELF CONCEPT INVENTORY; AND THE SELF APPRAISAL INVENTORY. SOME OF THE FINDINGS WERE: (1) LITTLE POSITIVE CHANGE, AND IN MANY INSTANCES A RETROGRESSION, IN SELF CONCEPT; (2) READING READINESS PATTERNS WERE AT OR ABOVE GRADE LEVEL IN ALL BUT 1 OF THE KINDERGARTENS; (3) LITTLE OR NO GROWTH IN MOST OF THE 7TH AND 8TH GRADES; (4) FIELD TRIP PARTICIPATION BY ALL SITES; (5) AN EXPANSION OF SPECIAL EDUCATION SERVICES; AND (6) SUCCESS WITH THE DISTAR PROGRAM AS FAR AS THE MASTERY TESTS WERE CONCERNED. (NQ)

ACCESSION NUMBER: ED092298

PUBLICATION DATE: 22 NOV 73

TITLE: AMERICAN INDIANS AS STUDENT TEACHERS.

PERSONAL AUTHOR: GILLAM, MARSHALL R.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; CULTURAL DIFFERENCES; LITERATURE REVIEWS; PROGRAM DESCRIPTIONS; ROLE MODELS; SCHOOL COMMUNITY RELATIONSHIP; *SECONDARY GRADES; *SOCIAL SCIENCES; *STUDENT TEACHERS; *TEACHER EDUCATION

DESCRIPTIVE NOTE: 22P.; PAPER PREPARED FOR THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES (SAN FRANCISCO, CALIFORNIA, NOVEMBER 1973)

THE INDIAN TEACHER TRAINING PROJECT IN SECONDARY SOCIAL SCIENCE EDUCATION (UNIVERSITY OF GEORGIA) WAS FUNDED BY THE BUREAU OF INDIAN AFFAIRS FOR 2 YEARS (AUGUST 1971--JUNE 1973) TO TRAIN AMERICAN INDIAN STUDENTS AS SOCIAL SCIENCE EDUCATORS TO TEACH INDIAN STUDENTS. THESE STUDENTS, RECRUITED FROM THE SOUTHEASTERN AND SOUTHWESTERN UNITED STATES, TRANSFERED TO THE UNIVERSITY TO COMPLETE THEIR JUNIOR AND SENIOR YEARS. MAXIMUM ENROLLMENT IN THE PROJECT WAS 16. IN JUNE AND AUGUST OF 1973, 11 STUDENTS COMPLETED ACADEMIC TRAINING AND GRADUATED; 3 FAILED TO MAINTAIN THE UNIVERSITY'S ACADEMIC STANDARD; 1 RESIGNED FOR PERSONAL REASONS; AND 1 JOINED ANOTHER INDIAN TEACHER TRAINING PROJECT. THE PROGRAM WAS DIVIDED INTO: ACADEMIC TRAINING, PROFESSIONAL TRAINING, INTERNSHIP TEACHING, AND COMMUNITY INVOLVEMENT. TRAINING WAS DONE ON THE UNIVERSITY CAMPUS, IN TWO INDIAN SCHOOLS AND ONE PUBLIC SCHOOL SYSTEM. THIS PAPER PRESENTS AN OVERVIEW OF THE PROGRAM AND SOME IMPLICATIONS FOR ITS CONTINUATION. PRINCIPLE QUESTIONS CONSIDERED RELATE TO THE DEGREE OF "INDIANNESS" AMONG THE INDIAN STUDENT TEACHERS, THE DIFFERENCES BETWEEN INDIAN STUDENT TEACHERS IN INDIAN AND NON-INDIAN SCHOOLS, AND THE ADVISABILITY OF DEVELOPING OR CONTINUING SPECIAL PROGRAMS FOR INDIANS AS PROSPECTIVE TEACHERS OF INDIAN CHILDREN. (NQ)

ACCESSION NUMBER: ED092299

PUBLICATION DATE: 74

TITLE: INDIAN VOICES: THE NATIVE AMERICAN TODAY.

DESCRIPTOR: *AMERICAN INDIANS; CIVIL RIGHTS; COMMUNICATION (THOUGHT TRANSFER); CONFERENCE REPORTS; CURRICULUM DEVELOPMENT; HEALTH OCCUPATIONS; LAND USE; LEADERSHIP; *LEGAL PROBLEMS; MUSEUMS; *NATURAL RESOURCES; *SYMPOSIA; *WATER RESOURCES

IDENTIFIER: *SECOND CONVOCATION OF AMERICAN INDIAN SCHOLARS

DESCRIPTIVE NOTE: 244P.; REPORT ON THE SECOND CONVOCATION OF INDIAN SCHOLARS (ASPEN INSTITUTE FOR HUMANISTIC STUDIES, ASPEN, COLORADO, SEPTEMBER 1971)

THE CONVOCATION OF AMERICAN INDIAN SCHOLARS WAS CONCEIVED, ORGANIZED, AND DIRECTED BY THE AMERICAN INDIAN HISTORICAL SOCIETY. THE FIRST CONVOCATION WAS HELD AT PRINCETON UNIVERSITY IN 1970. UNLIKE CONVENTIONS, THE CONVOCATIONS ARE CALLED WHEN EMERGENCIES IN INDIAN LIFE EXIST, WHEN CHANGES ARE NEEDED, AND WHEN NEW DIRECTIONS ARE EMERGING. THIS SECOND CONVOCATION RESPONDED TO THE DESPERATE STRUGGLE OF THE INDIAN PEOPLE TO PROTECT THEIR RIGHTS, PARTICULARLY IN THE AREA OF NATURAL RESOURCES. WITH THE EXCEPTION OF A SPECIALIST ON WATER RIGHTS, THE MEETING WAS RESTRICTED TO INDIANS. IT WAS ALSO FELT THAT THE CONVOCATION SHOULD STIR UP IDEAS AND INDEPENDENT THOUGHT IN EDUCATION, CURRICULUM DEVELOPMENT, AND HEALTH PROFESSIONS. THIS REPORT IS OFFERED AS A MEANS OF COMMUNICATING WHAT THE INDIANS THEMSELVES THINK ABOUT THE ISSUES CONFRONTING THEM TODAY. IT IS ALSO EMPHASIZED THAT THE PARTICIPANTS WERE INDIVIDUALS INVOLVED IN INDIAN AFFAIRS WHO DO NOT NECESSARILY SPEAK FOR THEIR TRIBES OR ORGANIZATIONS. DISCUSSION AREAS ARE: WATER RIGHTS: LIFE OR DEATH FOR THE AMERICAN INDIAN; GOALS AND PERSPECTIVES OF THE AMERICAN INDIAN IN EDUCATION; EDUCATION AND THE AMERICAN INDIAN; CURRICULUM DEVELOPMENT; LAND USE AND ECONOMY ON INDIAN RESERVATIONS; HEALTH PROFESSIONS AND THE AMERICAN INDIAN; MUSEUMS AND THE AMERICAN INDIAN; AND THE INDIAN CLAIMS COMMISSION. ADDITIONALLY, CONFERENCE PARTICIPANTS AND THEIR TRIBAL AFFILIATIONS ARE ALSO LISTED. (KM)

AVAILABILITY: INDIAN HISTORIAN PRESS, INC., 1451 MASONIC AVENUE, SAN FRANCISCO, CALIFORNIA 94117 ($6.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED092301

PUBLICATION DATE: MAY 74

TITLE: BIBLIOGRAPHY: INDIANS OF NORTH AMERICA, MEXICAN AMERICAN, NEGROES--CIVIL RIGHTS. AN ANNOTATED LIST.

PERSONAL AUTHOR: ABRAHAM, PAULINE

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; CIVIL RIGHTS; FICTION; *MEXICAN AMERICANS; *NEGROES; PAPERBACK BOOKS; *SECONDARY SCHOOL STUDENTS

DESCRIPTIVE NOTE: 50P.

THE ANNOTATED BIBLIOGRAPHY PROVIDES A LIST OF BOOKS, FICTION AND NONFICTION, FOR USE IN JUNIOR AND SENIOR HIGH SCHOOLS. EACH ENTRY IS ARRANGED ALPHABETICALLY, GIVING AUTHOR, TITLE, PUBLISHER, COPYRIGHT DATE, LENGTH, COST, AND A RECOMMENDED SOURCE. PAPERBACK EDITIONS ARE INDICATED BY "PA." THE ANNOTATIONS HELP TO POINT UP THE WEAKNESSES AND STRENGTHS OF EACH BOOK. APPROXIMATELY 70 CITATIONS ARE GIVEN IN EACH OF THE 3 SECTIONS, WHICH COVER INDIANS OF NORTH AMERICA; MEXICAN AMERICANS; AND NEGROES AND CIVIL RIGHTS. (KM)

ACCESSION NUMBER: ED092303

PUBLICATION DATE: 74

TITLE: REFERENCE ENCYCLOPEDIA OF THE AMERICAN INDIAN. SECOND EDITION--VOLUME 2. "WHO'S WHO."

PERSONAL AUTHOR: ICOLARI, DAN, ED.

DESCRIPTOR: *ADULT LEADERS; *AMERICAN INDIANS; ANGLO AMERICANS; *BIOGRAPHICAL INVENTORIES; COMMUNITY INVOLVEMENT; *INDIVIDUAL CHARACTERISTICS; INTERESTS; OPINIONS; *REFERENCE BOOKS

DESCRIPTIVE NOTE: 291P.; FOR RELATED DOCUMENT, SEE ED 082 895

THE ALPHABETICAL BIOGRAPHICAL LISTINGS INCLUDE AMERICAN INDIANS PROMINENT IN INDIAN AFFAIRS, BUSINESS, THE ARTS AND PROFESSIONS, AS WELL AS NON-INDIANS ACTIVE IN INDIAN AFFAIRS, HISTORY, ART, ANTHROPOLOGY, ARCHAEOLOGY, ETC. THESE SKETCHES CONCENTRATE PRIMARILY ON PROFESSIONAL ACHIEVEMENT, EXCLUDING THE USUAL PERSONAL DATA, SUCH AS NAME OF SPOUSE, DATE OF MARRIAGE, AND CHILDREN. MOST OF THE INFORMATION WAS CULLED FROM RESEARCH QUESTIONNAIRES COMPLETED BY THE INDIVIDUALS THEMSELVES; WHEN UNAVAILABLE, OTHER RELIABLE PUBLISHED RESOURCES ARE INCLUDED. WHEN POSSIBLE, DIRECT QUOTATIONS HAVE BEEN EMPLOYED TO GIVE AN INSIGHT INTO THE LIFE AND WORK OF EACH BIOGRAPHY. HOME AND/OR BUSINESS ADDRESSES ARE INCLUDED WHEN AVAILABLE. ALSO, THE PREFACE TO THIS SECOND VOLUME DISCUSSES THE HISTORY OF THE ENCYCLOPEDIA AND THE METHODS EMPLOYED IN RESEARCHING AND ARRANGING THE MATERIAL. (KM)

AVAILABILITY: TODD PUBLICATIONS, 11 THIRD STREET, RYE, NEW YORK 10580 ($15.00)

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED092304

PUBLICATION DATE: MAY 72

TITLE: A STUDY OF THREE CHIPPEWA FAMILIES AT WARROAD, MINNESOTA AND THEIR HISTORICAL AND CULTURAL CONTRIBUTIONS.

PERSONAL AUTHOR: LANDIN, GRACE

DESCRIPTOR: *ADULT LEADERS; *AMERICAN HISTORY; *AMERICAN INDIANS; *CULTURAL BACKGROUND; *FAMILY INFLUENCE; FAMILY STATUS; GROUP UNITY; HANDICRAFTS; INDIVIDUAL POWER; INTERVIEWS; RELIGION; TREATIES; TRIBES

IDENTIFIER: *CHIPPEWAS; MINNESOTA

DESCRIPTIVE NOTE: 144P.; M.S. ED. THESIS, MOORHEAD STATE COLLEGE. CERTAIN PHOTOGRAPHS MAY COPY POORLY

THE STUDY PRESENTS SOME ASPECTS OF AMERICAN INDIAN HISTORY AND CULTURE OF THE WARROAD, MINNESOTA REGION, EXAMINING THREE WELL-KNOWN CHIPPEWA FAMILIES--KA-KAY-GEESICK, LIGHTNING, AND THUNDER. THESE FAMILIES WERE SELECTED BECAUSE OF THEIR SIGNIFICANCE IN THE AREA--KA-KAY-GEESICK WAS A WELL-KNOWN MEDICINE MAN; THE LIGHTNING NAME IS ASSOCIATED WITH CRAFTWORK; THE THUNDER FAMILY HAS HAD A SUCCESSION OF FIVE CHIEFS, INCLUDING THE PRESENT CHIEF. THE MATERIAL WAS GATHERED OVER A 2-YEAR PERIOD, PRINCIPALLY BY PERSONAL INTERVIEWS WITH FAMILY MEMBERS. THE STUDY INCLUDES A LITERATURE REVIEW, THE STORIES OF THESE THREE FAMILIES, INCLUDING THE WARROAD INDIAN TODAY, FAMILY PHOTOGRAPHS, AND ECONOMIC TRENDS. A DISCUSSION OF THE ARTS, CRAFTS, AND INDUSTRY OF THE CHIPPEWAS INCLUDES PICTURE STORIES, FOLKLORE, AND A WENDIGO FOLKTALE. THE APPENDIXES GIVE TREATY NO. 3, A HISTORICAL REVIEW OF THE RED LAKE INDIANS, THE INDIAN CENSUS ROLE, MARGARET LIGHTNING'S PERSONAL STORY, EXCERPTS OF 1904 PROMOTIONAL MATERIALS, AND A DISCUSSION OF THE BUFFALO POINT PROJECT AND THE COUNCIL FOR QUALITY EDUCATION. (KM)

AVAILABILITY: INTER-LIBRARY LOAN, MOORHEAD STATE COLLEGE, MOORHEAD, MINNESOTA

ACCESSION NUMBER: ED092306

PUBLICATION DATE: JAN 59

TITLE: EDUCATIONAL PROVISIONS FOR THE ALASKAN NATIVES SINCE 1867.

PERSONAL AUTHOR: HOPKINS, THOMAS ROBERT

DESCRIPTOR: *ADMINISTRATIVE ORGANIZATION; *AMERICAN HISTORY; *AMERICAN INDIANS; BILINGUALISM; BOARDING SCHOOLS; CHANGE AGENTS; CULTURAL BACKGROUND; ECONOMIC FACTORS; *EDUCATIONAL POLICY; ENVIRONMENTAL INFLUENCES; *ESKIMOS; FEDERAL PROGRAMS; HANDICRAFTS; LEGAL PROBLEMS; NATURAL RESOURCES; RELIGIOUS AGENCIES

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 116P.; M.E. THESIS, UNIVERSITY OF TEXAS

THE STUDY COMPILES AND RECORDS THE HISTORY OF THE ADMINISTRATION OF EDUCATION FOR ALASKAN NATIVES SINCE THE UNITED STATES PURCHASED THE TERRITORY FROM RUSSIA IN 1876. CHAPTER 1, AN OVERVIEW OF THE DEVELOPMENT OF THE ALASKAN NATIVE, COVERS THE DEVELOPMENT OF MISSIONARY AND GOVERNMENT SCHOOLS, THE GROWTH AND DEVELOPMENT OF NATIVE EDUCATION FROM 1906 TO 1931, AND THE INTERVENTION OF THE BUREAU OF INDIAN AFFAIRS (BIA). CHAPTER 2, CURRICULUM PROBLEMS, EXPLAINS MISSIONARY, REINDEER AND RELOCATION INFLUENCES, NATIVE ARTS AND CRAFTS, HEALTH AND SANITATION NEEDS, AND BILINGUAL INFLUENCES. THE ADMINISTRATIVE STRUCTURE OF ALASKAN NATIVE EDUCATION UNDER THE BUREAU OF INDIAN AFFAIRS, CHAPTER 3, DESCRIBES THE ADMINISTRATIVE AND SUPERVISORY STRUCTURE PRIOR TO 1931 AND SINCE 1931, EDUCATIONAL OBJECTIVES FOR ALASKAN NATIVE EDUCATION, THE ADMINISTRATIVE FUNCTIONS OF THE ALASKA BIA BRANCH, AND THE LEGAL STATUS OF THE ALASKAN NATIVE. THE REPORT EMPHASIZES THAT, IN CONSIDERING NATIVE EDUCATION IN ALASKA, THE UNIQUE INFLUENCES WHICH ARE NOT FOUND IN OTHER STATES, SUCH AS A VAST LAND AREA, EXTREME TEMPERATURES, TRAVEL DIFFICULTIES, AND CULTURAL DIFFERENCES, MUST BE CONSIDERED. (KM)

AVAILABILITY: INTER-LIBRARY LOAN, UNIVERSITY OF TEXAS, AUSTIN, TEXAS

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED092449

PUBLICATION DATE: 72

TITLE: MULTI-ETHNIC GUIDE, AN INTRODUCTION. WORKING DRAFT.

PERSONAL AUTHOR: KEPLER, MARY, COMP.

DESCRIPTOR: *AFRICAN AMERICAN STUDIES; AMERICAN CULTURE; *AMERICAN INDIANS; *ASIAN AMERICANS; CULTURAL AWARENESS; CULTURAL BACKGROUND; ELEMENTARY GRADES; ETHNIC GROUPS; *ETHNIC STUDIES; JAPANESE AMERICAN CULTURE; *MEXICAN AMERICANS; NEGRO CULTURE; *SOCIAL STUDIES UNITS; SOCIOCULTURAL PATTERNS

DESCRIPTIVE NOTE: 172P.

THIS DEVELOPMENTAL GUIDE WAS WRITTEN TO HELP CHILDREN AND TEACHERS GAIN AN UNDERSTANDING AND RESPECT FOR ALL ETHNIC GROUPS AND LEARN TO APPRECIATE THE STRENGTHS INHERENT IN THEIR DIFFERENCES AS WELL AS IN THEIR SIMILARITIES. THE INTRODUCTORY LESSONS DEAL WITH THE TOTAL CHILD: FIRST HELPING HIM TO GAIN A BETTER INSIGHT INTO HIMSELF, THEN STUDYING THE CHILD'S FAMILY AND HIS ROLE IN IT, EXPANDING TO OTHER GROUPS TO WHICH HE BELONGS INCLUDING THE CULTURAL GROUP OF WHICH HE IS A MEMBER. REMAINING SECTIONS OF THE GUIDE ARE DEVOTED TO A STUDY OF SPECIFIC MINORITY GROUPS--AMERICAN INDIAN, BLACK AMERICAN, ASIAN AMERICAN, MEXICAN AMERICAN--FROM THE STANDPOINT OF THEIR SOCIAL ORGANIZATIONS, INCLUDING THE FAMILY, ITS CUSTOMS AND TRADITIONS; THE SOCIAL HISTORY OF THE GROUP IN AMERICA; AND ITS CONTRIBUTIONS TO AMERICAN SOCIETY. THESE SECTIONS MAY BE USED SEPARATELY OR COMPARATIVELY. ALL OF THE LESSONS ARE DESIGNED IN A FLEXIBLE MANNER FOR USE AT ANY ELEMENTARY GRADE LEVEL. EACH LESSON PROVIDES OBJECTIVES, ACTIVITIES, AND RESOURCE MATERIALS. THE APPENDIX INCLUDES RECIPES; CHARTS FOR IDENTIFYING FOOD PECULIAR TO EACH GROUP; INDIAN WORDS, NAMES, AND DESIGNS; AND A CHINESE ZODIAC. (AUTHOR/JH)

ACCESSION NUMBER: ED092783

PUBLICATION DATE: AUG 73

TITLE: AN EVALUATION OF THE GREAT LAKES APPRENTICESHIP CENTER: SOME INSIGHTS INTO EDUCATIONAL PROGRAMMING FOR DISADVANTAGED ADULTS. RESEARCH REPORT.

PERSONAL AUTHOR: SWAN, L. M.; DE VRIES, JIM

DESCRIPTOR: *ADULT EDUCATION; *AMERICAN INDIANS; CAREER LADDERS; *DISADVANTAGED GROUPS; INCOME; LOW INCOME GROUPS; *PREVOCATIONAL EDUCATION; PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; STUDENT EVALUATION; TABLES (DATA); UNDEREMPLOYED; WORKING HOURS; YOUNG ADULTS

IDENTIFIER: GREAT LAKES APPRENTICESHIP CENTER (GLAC)

DESCRIPTIVE NOTE: 16P.

THIS RESEARCH WAS AIMED AT DETERMINING THE SUCCESS OF THE PROGRAM APPROACH OF A RATHER UNIQUE PREVOCATIONAL TRAINING PROGRAM DESIGNED TO MEET THE NEEDS OF YOUNG ADULT AMERICAN INDIANS FROM LOW INCOME BACKGROUNDS. THE GREAT LAKES APPRENTICESHIP CENTER (GLAC) APPROACH UTILIZES SOME EDUCATION PRINCIPLES WHICH HAVE WIDE SUPPORT IN ADULT EDUCATION LITERATURE. THE CRITERION USED TO JUDGE PROGRAM SUCCESS WERE THE FORMER STUDENTS' OWN EVALUATIONS AND JOB IMPROVEMENT AFTER TRAINING. THE TRAINEE EVALUATIONS WERE GENERALLY POSITIVE. ALSO, SUBSTANTIAL IMPROVEMENTS WERE MADE IN THE TRAINEES' PAY LEVELS AND HOURS WORKED AFTER TRAINING. THE STUDY REVEALS THAT: (1) SOME IMPORTANT ADULT EDUCATION PRINCIPLES FACILITATE EFFECTIVE PROGRAMMING FOR THE DISADVANTAGED LEARNER AND (2) IF SUCH PRINCIPLES ARE PROPERLY IMPLEMENTED, IT IS POSSIBLE TO REDUCE THE GAP BETWEEN THE UNDEREMPLOYED AND THOSE WITH RELATIVELY BETTER EMPLOYMENT RECORDS. (AUTHOR)

AVAILABILITY: AGRICULTURAL BULLETIN BUILDING, 1535 OBSERVATORY DRIVE, MADISON, WISCONSIN 53706 ($0.15 PLUS POSTAGE)

ACCESSION NUMBER: ED092953

PUBLICATION DATE: APR 73

TITLE: GOOD WORDS: NOTABLE BOOKS ON THE AMERICAN INDIAN.

DESCRIPTOR: AMERICAN CULTURE; AMERICAN HISTORY; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES

DESCRIPTIVE NOTE: 11P.

WITH THE INTENT OF LESSENING THE MISREPRESENTATIONS AND MISUNDERSTANDINGS OF THE AMERICAN INDIAN, NINE STUDENTS OF INDIAN ANCESTRY AT THE UNIVERSITY OF SOUTH DAKOTA LIBRARY-MEDIA INSTITUTE HAVE COMPILED THIS ANNOTATED BIBLIOGRAPHY. IT CONSISTS OF 50 TITLES, COPYRIGHTED BETWEEN 1967 AND 1971, WHICH REVEAL BOTH EMPHASIS ON BOOKS ABOUT PLAINS INDIANS (A RESULT OF THE REVIEWERS' MIDWEST BACKGROUNDS) AND JUDGMENTS THAT THE BOOKS REFLECT REALISTIC, HONEST, AND AUTHENTIC IMAGES OF THE AMERICAN INDIAN. (JM)

ACCESSION NUMBER: ED092985

PUBLICATION DATE: DEC 73

TITLE: COLLEGE ENGLISH AND ALASKA NATIVE STUDENTS: "FIRST AID" FOR ENTERING FRESHMEN.

PERSONAL AUTHOR: ISTO, SARAH A.

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE FRESHMEN; COMPOSITION (LITERARY); *ENGLISH (SECOND LANGUAGE); ESKIMOS; *NONSTANDARD DIALECTS; READING; *REMEDIAL COURSES; *TEACHING TECHNIQUES

IDENTIFIER: *ALASKA; ALEUTS

DESCRIPTIVE NOTE: 10P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE COLLEGE ENGLISH ASSOCIATION (PHILADELPHIA, PENNSYLVANIA, APRIL 19-20, 1974)

THREE SPECIAL ENGLISH COURSES HAVE BEEN DEVELOPED TO HELP POORLY PREPARED NATIVE UNIVERSITY OF ALASKA FRESHMEN WHOSE THREE MAJOR GROUPS--ALEUTS, ESKIMOS, AND INDIANS--EMBRACE A VARIETY OF LINGUISTIC BACKGROUNDS: (1) A COURSE FOR STUDENTS MORE FLUENT IN ENGLISH WHICH USES ENGLISH AS A SECOND LANGUAGE TECHNIQUES, (2) A WRITING COURSE WHICH PREPARES STUDENTS FOR BASIC FRESHMAN ENGLISH, AND (3) A COURSE DESIGNED TO MEET THE STUDENTS' IMMEDIATE READING, WRITING, AND NOTE-TAKING NEEDS. EACH SECTION OF THIS LATTER COURSE IS PAIRED WITH A SPECIFIC FRESHMAN LECTURE COURSE IN WHICH STUDENTS ARE ENROLLED FOR CREDIT WHILE THE INSTRUCTOR SITS IN. THIS ENABLES THE ENGLISH INSTRUCTOR TO COORDINATE HIS PRESENTATION OF SKILL PRACTICE WITH ASSIGNMENTS IN THE PAIRED COURSE, TO USE RELEVANT EXAMPLES FROM THE LECTURE, AND TO EVALUATE HIS STUDENTS' APPLICATIONS OF NEW SKILLS IN ANOTHER CLASS. ALTHOUGH A FEW PROBLEMS SUCH AS HEAVY TEACHING LOADS, LESS TEACHING EFFICIENCY, AND CREDIT DETERMINATION HAVE ARISEN, THEY ARE OUTWEIGHED BY STUDENT SUCCESS IN SOME COURSES WHICH ASSURES THEM OF ANOTHER UNIVERSITY SEMESTER IN WHICH TO LEARN MORE ENGLISH. (JM)

ACCESSION NUMBER: ED093146

PUBLICATION DATE: 72

TITLE: A GUIDE FOR TEACHERS AND LIBRARIANS WITH SUGGESTIONS FOR TEACHING INDIAN STUDENTS.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; BIBLIOGRAPHIES; BICULTURALISM; *BILINGUAL EDUCATION; BILINGUAL STUDENTS; CULTURAL DIFFERENCES; EDUCATIONAL PROGRAMS; EDUCATIONAL RESOURCES; LIBRARIANS; LIBRARY PROGRAMS; *RESOURCE GUIDES; RESOURCE MATERIALS; *TEACHING GUIDES

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE V; ESEA TITLE V; *OKLAHOMA

DESCRIPTIVE NOTE: 35P.

PREPARED BY A COMMITTEE OF THE OKLAHOMA CURRICULUM IMPROVEMENT COMMISSION, THIS RESOURCE BOOKLET IS DESIGNED FOR TEACHERS AND LIBRARIANS WHO WORK WITH INDIAN STUDENTS. IN CHAPTER 1, THE EMPHASIS IS ON HELPING THE TEACHER UNDERSTAND THE INDIAN, HIS PROBLEMS, HIS CULTURE, AND HIS PAST. A LIST OF INDIAN CUSTOMS AND BELIEFS, CONTRASTED WITH THOSE OF THE NON-INDIANS IS INCLUDED. CHAPTER 2 IS DEVOTED TO A DESCRIPTION OF INDIAN CONTRIBUTIONS TO OUR SOCIETY. THE RESPONSIBILITY OF THE SCHOOL LIBRARIAN TOWARD THE INDIAN STUDENT IS TREATED IN THE THIRD CHAPTER. SUGGESTIONS ARE GIVEN WITH A VIEW TO HELPING THE LIBRARIAN START AND MAINTAIN AN ACTIVE WORKING RELATIONSHIP WITH THE PRINCIPAL AND FACULTY IN SUPPORTING THE INDIAN STUDENT'S NEEDS. IN THE FINAL CHAPTER, PRACTICES IN INDIAN EDUCATION AND RESOURCES AVAILABLE IN THE PUBLIC SCHOOLS OF OKLAHOMA ARE DESCRIBED. THE JOHNSON-O'MALLEY PROGRAM, A FEDERALLY FUNDED CONTRACT BETWEEN THE OKLAHOMA DEPARTMENT OF EDUCATION AND THE BUREAU OF INDIAN AFFAIRS, IS SUMMARIZED. THE GUIDE CONCLUDES WITH A SELECTED BIBLIOGRAPHY OF BOOKS, PAMPHLETS, AND AUDIOVISUAL AIDS PERTAINING TO THE EDUCATION OF INDIANS. (PM)

ACCESSION NUMBER: ED093160

PUBLICATION DATE: 73

TITLE: NONVERBAL MODES OF LEARNING: DAKOTA SIGN LANGUAGE AND GESTURE COMMUNICATION.

PERSONAL AUTHOR: GROBSMITH, ELIZABETH S.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; CLASSROOM COMMUNICATION; LITERACY; *NONVERBAL COMMUNICATION; *NONVERBAL LEARNING; *PARALINGUISTICS; RESPONSE MODE; *SIGN LANGUAGE; SOCIOLINGUISTICS

IDENTIFIER: *LAKOTA

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION (72ND, NEW ORLEANS, LOUISIANA, NOVEMBER 28-DECEMBER 2, 1973)

SOCIOLINGUISTIC DATA REGARDING CODE SELECTION AND NONVERBAL MODES OF LEARNING ARE EXAMINED IN THE GESTURE COMMUNICATION SYSTEM OF THE (OGLALA AND BRULE) SIOUX. SIGN LANGUAGE IS VIEWED AS AN EXTRA-LINGUISTIC MODE OF COMMUNICATION CURRENTLY IN USE IN INDIAN CLASSROOMS. IT IS ONE ALTERNATIVE TO LITERACY AS A MEANS OF COMMUNICATION; HOWEVER, THIS IS NOT TO SUGGEST THAT SIGN LANGUAGE BE ADOPTED IN PLACE OF LITERACY FOR FORMAL EDUCATION. ANALYSIS OF CONTEXTUAL USES OF SIGN LANGUAGE SUGGESTS THAT SOME NONVERBAL LEARNING MAY ENHANCE CLASSROOM PARTICIPATION AND, IN SOME SITUATIONS, HAVE MORE CULTURAL SALIENCE THAN LITERACY. SIGN LANGUAGE REPRESENTS AN EXAMPLE OF A CODE WHICH MAY BE SELECTED FROM THE COMMUNICATIVE REPERTOIRE OF THE COMMUNITY. SINCE SIGN LANGUAGE USAGE DEPENDS ON AN INTERNALIZATION OF THE VERBAL CATEGORIES, THE INTERNAL STRUCTURE AND SYNTAX IS MAINTAINED DESPITE THE TRANSFERRAL TO NONVERBAL GRAMMAR. FURTHERMORE, ITS USE IS NONRANDOM; IT IS DEFINITELY PATTERNED AND SUBJECT TO SOCIAL CONSTRAINTS AND SOCIOLINGUISTIC PRESSURES. (AUTHOR/LG)

ACCESSION NUMBER: ED093169

PUBLICATION DATE: JUN 73

TITLE: AYMAR AR YATIQANATAKI (FOR LEARNING AYMARA LANGUAGE). STUDENT TEXTBOOK. VOLUME 1, AYMARA LANGUAGE PROJECT. FINAL REPORT.

PERSONAL AUTHOR: HARDMAN-DE-BAUTISTA, M. J.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *AYMARA; CULTURAL AWARENESS; GLOSSARIES; GRAMMAR; INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; *LANGUAGE RESEARCH; SECOND LANGUAGE LEARNING; TEXTBOOKS; *UNCOMMONLY TAUGHT LANGUAGES

IDENTIFIER: *BOLIVIA; NATIONAL DEFENSE EDUCATION ACT TITLE VI; NDEA TITLE VI; PERU

DESCRIPTIVE NOTE: 487P.; FOR RELATED DOCUMENTS, SEE FL 006 131-133; DOCUMENT MAY REPRODUCE POORLY DUE TO QUALITY OF ORIGINAL COPY

THE STUDENT MANUAL CONTAINS NO GRAMMATICAL EXPLANATION OR OTHER COMMENTARY. THE AYMARA MATERIAL IS PRESENTED IN A PEDAGOGICAL MANNER FOR EASE IN READING THE DIALOGUES AND REVIEWS AND FOR STRUCTURAL CLARITY IN THE EXERCISES. THE TRANSLATIONS ARE PROVIDED IN BOTH SPANISH AND ENGLISH, MAKING THE VOLUME READY FOR USE WITH STUDENTS WHOSE FIRST LANGUAGE IS EITHER SPANISH OR ENGLISH. THE MATERIALS ARE DESIGNED FOR A MINIMUM OF 300 CONTACT HOURS PLUS 600 OUTSIDE HOURS, OR A TOTAL OF 900 HOURS OF STUDY. THIS IS EQUIVALENT TO 20 SEMESTER HOURS AT THE UNIVERSITY LEVEL. (AUTHOR/LG)

AVAILABILITY: LIBRARY, UNIVERSITY OF FLORIDA, GAINESVILLE, FLORIDA 32611

H C NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093170

PUBLICATION DATE: JUN 73

TITLE: AYMAR AR YATIQANATAKI (FOR LEARNING AYMARA LANGUAGE). TEACHER'S MANUAL. VOLUME 2, AYMARA LANGUAGE PROJECT. FINAL REPORT.

PERSONAL AUTHOR: HARDMAN-DE-BAUTISTA, M. J.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *AYMARA; CULTURAL AWARENESS; GLOSSARIES; GRAMMAR; INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; *LANGUAGE RESEARCH; SECOND LANGUAGE LEARNING; TEXTBOOKS; *UNCOMMONLY TAUGHT LANGUAGES

IDENTIFIER: *BOLIVIA; NATIONAL DEFENSE EDUCATION ACT TITLE VI; NDEA TITLE VI; PERU

DESCRIPTIVE NOTE: 348P.; FOR RELATED DOCUMENTS, SEE FL 006 130-133; DOCUMENT MAY REPRODUCE POORLY DUE TO QUALITY OF ORIGINAL COPY

THE TEACHER'S MANUAL FOR THE AYMARA MATERIALS INCLUDES: PHONOLOGY EXERCISES, FOR USE IN IMPROVING PRONUNCIATION WHEN NEEDED; INDEXES OF ALL VOLUMES, INCLUDING CROSS-INDEXES; GRAMMATICAL, PEDAGOGICAL, AND CULTURAL NOTES FOR EACH UNIT; SUPPLEMENTARY EXERCISES, CONCENTRATING ON VERB FORMS AND MATERIAL ESSENTIAL TO THE MASTERY OF THESE FORMS; ANSWER SHEETS FOR THE REVIEW SECTION OF EACH UNIT; ANSWER SHEETS FOR THE PERIODIC EXAMINATIONS; AND ADDITIONAL VISUAL AIDS FOR USE THROUGHOUT THE TEXTS, BUT PRIMARILY IN THE EARLY UNITS. BECAUSE THE FIRST VOLUME IS A PURELY PEDAGOGICAL PRESENTATION OF AYMARA, THE SECOND VOLUME CONTAINS A GREAT DEAL OF THE MATERIAL NORMALLY INCLUDED IN A BEGINNING TEXTBOOK, AND IS THEREFORE ESSENTIAL TO THE COURSE. (AUTHOR/LG)

AVAILABILITY: LIBRARY, UNIVERSITY OF FLORIDA, GAINESVILLE, FLORIDA 32611

H C NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093171

PUBLICATION DATE: JUN 73

TITLE: AYMARA GRAMMATICAL SKETCH TO BE USED WITH AYMAR AR YATIQANATAKI (FOR LEARNING AYMARA LANGUAGE). VOLUME 3, AYMARA LANGUAGE PROJECT. FINAL REPORT.

PERSONAL AUTHOR: HARDMAN-DE-BAUTISTA, M. J.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *AYMARA; CULTURAL AWARENESS; GLOSSARIES; GRAMMAR; INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; *LANGUAGE RESEARCH; SECOND LANGUAGE LEARNING; TEXTBOOKS; *UNCOMMONLY TAUGHT LANGUAGES

IDENTIFIER: *BOLIVIA; NATIONAL DEFENSE EDUCATION ACT TITLE VI; NDEA TITLE VI; PERU

DESCRIPTIVE NOTE: 423P.; FOR RELATED DOCUMENTS, SEE FL 006 130-133; DOCUMENT MAY REPRODUCE POORLY DUE TO QUALITY OF ORIGINAL COPY

THIS VOLUME IS BASICALLY A REFERENCE GRAMMAR AND MAY STAND ON ITS OWN APART FROM THE TEACHING MATERIALS. THE THREE VOLUMES ARE CROSS-INDEXED ACCORDING TO THE GRAMMATICAL DESCRIPTIONS OF THE THIRD VOLUME. GRAMMATICAL DESCRIPTIONS ARE THEREFORE ALMOST ENTIRELY ABSENT FROM THE FIRST TWO VOLUMES, AND PERSONS INTERESTED IN THE DESCRIPTION OF THE FORMS THEY ARE LEARNING WILL FIND IT NECESSARY TO CONSULT THIS THIRD VOLUME. THE GENERAL STRUCTURE OF THE AYMARA LANGUAGE IS DESCRIBED, FOLLOWED BY SPECIFIC CHAPTERS ON THE PHONOLOGY, VERBAL DERIVATIONAL SYSTEM, VERBAL INFLECTIONAL SYSTEM, SUBSTANTIVE MORPHOLOGY, AND BRIEF CHAPTERS ON THE INDEPENDENT SUFFIXES, THE SENTENCE SUFFIXES, AND THE SYNTAX. (AUTHOR/LG)

AVAILABILITY: LIBRARY, UNIVERSITY OF FLORIDA, GAINESVILLE, FLORIDA 32611

H C NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093172

PUBLICATION DATE: APR 74

TITLE: AYMARA LANGUAGE PROJECT: BASIC RESEARCH FOR DESCRIPTION OF LANGUAGE; AYMARA GLOSSARY; PREPARATION OF MATERIALS. FINAL REPORT.

PERSONAL AUTHOR: HARDMAN-DE-BAUTISTA, M. J.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *AYMARA; CULTURAL AWARENESS; GLOSSARIES; GRAMMAR; INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; *LANGUAGE RESEARCH; SECOND LANGUAGE LEARNING; TEXTBOOKS; *UNCOMMONLY TAUGHT LANGUAGES

IDENTIFIER: *BOLIVIA; NATIONAL DEFENSE EDUCATION ACT TITLE VI; NDEA TITLE VI; PERU

DESCRIPTIVE NOTE: 8P.; FOR RELATED DOCUMENTS, SEE FL 006 130-132

ALTHOUGH AYMARA IS THE NATIVE LANGUAGE OF MORE THAN ONE MILLION PEOPLE, THERE HAS BEEN UP TO NOW VERY LITTLE MATERIAL AVAILABLE IN AYMARA. THE AYMARA LANGUAGE MATERIALS PROJECT, BEGUN FORMALLY IN 1969, HAS CONCENTRATED ON PROVIDING SIMULTANEOUSLY A CULTURALLY ACCURATE SET OF MATERIALS FOR LEARNING THE AYMARA LANGUAGE AND AN INTRODUCTION TO THE AYMARA CULTURE FOR USE AMONG STUDENTS ANYWHERE IN THE WORLD WHO ARE INTERESTED IN LEARNING THE LANGUAGE AND CULTURE OF THE AYMARA. THE MATERIALS DEVELOPED CONSIST OF: 1) THREE VOLUMES OF PRINTED MATERIALS - A STUDENT TEXTBOOK, TEACHER'S MANUAL, AND GRAMMATICAL SKETCH, OR REFERENCE GRAMMAR; 2) 70 HOURS OF TAPES TO ACCOMPANY THE PRINTED MATERIALS; AND 3) A COMPUTER PRINT-OUT CONCORDANCE GLOSSARY. ALL THESE MATERIALS HAVE BEEN TESTED IN COURSES GIVEN AT THE UNIVERSITY OF FLORIDA AND HAVE BEEN CORRECTED AND MODIFIED ACCORDINGLY. HOWEVER, SINCE RESEARCH IN THE LANGUAGE CONTINUES, THERE WILL BE CONTINUAL UPDATES, PARTICULARLY OF VOLUME III. THE TAPES ARE AVAILABLE FROM THE DEPARTMENT OF LINGUISTICS AT THE UNIVERSITY OF PITTSBURGH AT A COST OF APPROXIMATELY $60.00. THE GLOSSARY IS AVAILABLE FROM THE CENTER FOR LATIN AMERICAN STUDIES AT THE UNIVERSITY OF FLORIDA AT GAINESVILLE FOR APPROXIMATELY $15.00. (AUTHOR/KM)

ACCESSION NUMBER: ED093173

PUBLICATION DATE: APR 74

TITLE: CONFERENCE ON AMERICAN INDIAN LANGUAGES CLEARINGHOUSE NEWSLETTER. VOL. 2, NO. 2.

PERSONAL AUTHOR: FIDELHOLTZ, JAMES L., ED.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; *BILINGUAL EDUCATION; EDUCATIONAL LEGISLATION; LANGUAGE INSTRUCTION; *LANGUAGE RESEARCH; LINGUISTICS; PROGRAM DEVELOPMENT; SECOND LANGUAGE LEARNING

DESCRIPTIVE NOTE: 21P.

WITH THIS ISSUE, THE CENTER FOR APPLIED LINGUISTICS TAKES OVER THE PREPARATION, PUBLISHING, AND MAILING OF THIS NEWSLETTER. A REPORT IS GIVEN ON THE FIRST YEAR'S ACTIVITIES OF THE ALASKA NATIVE LANGUAGE CENTER OF THE UNIVERSITY OF ALASKA, WHICH IS INVOLVED IN DEVELOPING AND DISSEMINATING LITERACY MATERIALS AND NATIVE LITERATURE, DESIGNING BILINGUAL TEACHER TRAINING PROGRAMS, AND INITIATING OTHER NATIVE LANGUAGE PROJECTS. THIS ISSUE ALSO DESCRIBES SEVERAL PROJECTS IN PROGRESS, INCLUDING THE SHOSHONI LANGUAGE PROJECT OF THE UNIVERSITY OF UTAH, THE WISCONSIN NATIVE AMERICAN LANGUAGES PROJECT FUNDED THROUGH THE GREAT LAKES INTER-TRIBAL COUNCIL, THE BRITISH COLUMBIA INDIAN LANGUAGE PROJECT, AND THE "PROJECT FOR THE AMERINDIANIZATION OF THE SCHOOLS--FIRST 5 YEAR PLAN" FROM VILLAGE DES HURONS, QUEBEC. IN ADDITION THERE IS A LIST OF CURRENT PROJECTS AND DIRECTORS OF AMERICAN INDIAN AND ESKIMO PROJECTS FUNDED DURING 1973 UNDER THE BILINGUAL EDUCATION ACT. EXCERPTS FROM THE "SIOUAN NEWSLETTER," "THE LINGUISTIC REPORTER," AND "EARLY AMERICAN: NEWSLETTER OF THE CALIFORNIA INDIAN EDUCATION ASSOCIATION," ARE INCLUDED. THIS ISSUE ALSO CONTAINS AN ANNOTATED LIST OF BOOKS DEALING WITH SUCH LANGUAGES AS CREE, MOHAWK, CHEROKEE, NAVAJO, AND KAYUKON ATHAPASKAN. (LG)

ACCESSION NUMBER: ED093177

PUBLICATION DATE: SEP 73

TITLE: AN ANALYSIS OF THE EFFECT OF THE YUK DIALECT INSTRUCTION PROGRAM UPON STUDENT SELF CONCEPT, STUDENT ACHIEVEMENT, AND PARENT-SCHOOL RAPPORT. FINAL REPORT.

PERSONAL AUTHOR: HARKINS, JUDITH S.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *BILINGUAL EDUCATION; BILINGUALISM; DIALECT STUDIES; *ESKIMOS; LANGUAGE INSTRUCTION; LANGUAGE ROLE; PARENT SCHOOL RELATIONSHIP; *PROGRAM EVALUATION; READING ACHIEVEMENT; SELF CONCEPT

DESCRIPTIVE NOTE: 210P.; SOME PAGES MAY REPRODUCE POORLY DUE TO QUALITY OF ORIGINAL DOCUMENT

THREE MILLION CHILDREN BEING SCHOOLED IN THE EDUCATIONAL SYSTEM OF AMERICA ARE EXPECTED TO FOREGO THE USE OF THEIR NATIVE LANGUAGE WHILE IN THE SCHOOL ENVIRONS AND ACCEPT ENGLISH AS THE MODE OF COMMUNICATION. TO ASSESS THE EFFECT OF MODE OF LANGUAGE INSTRUCTION ON THE STUDENT'S CONCEPT OF SELF AS WELL AS STUDENT ACHIEVEMENT IN READING, THE FOLLOWING RESEARCH WAS CONDUCTED. SUSPECTING THAT NON-ENGLISH-SPEAKING PARENTS ARE ALSO AFFECTED BY THE SCHOOL, A THIRD MEASURE WAS MADE OF PARENT-SCHOOL RELATIONSHIPS. THE RESEARCH INVOLVED FOUR VILLAGE SCHOOLS IN THE KUSKOKUIM DISTRICT OF ALASKA HAVING THE ESKIMO DIALECT OF YUK AS THEIR VERNACULAR. TWO SERVED AS SUBJECTS. TREATMENT WAS THE YUK INSTRUCTIONAL PROGRAM, WHEREIN YUK WAS USED AS THE PRIMARY LANGUAGE OF INSTRUCTION. THE RESULTS WERE AS FOLLOWS: (1) CONTROL SCHOOLS WERE SIGNIFICANTLY MORE ADVANCED IN READING AS MEASURED BY THE SRA ACHIEVEMENT SERIES; (2) TREATMENT SCHOOLS EVIDENCED SIGNIFICANTLY GREATER CONCEPT OF SELF ON 6 OF THE 14 SECTIONS OF THE YUK MODIFIED TENNESSEE SELF CONCEPT TEST; AND (3) TOTAL RAPPORT OF TREATMENT SCHOOL PARENTS WITH THE SCHOOL WAS SIGNIFICANTLY MORE POSITIVE AS MEASURED BY A PARENT OPINIONNAIRE. (AUTHOR)

ACCESSION NUMBER: ED093184

PUBLICATION DATE: 14 JUN 74

TITLE: LIST OF MATERIALS DEVELOPED BY THE ESKIMO LANGUAGE WORKSHOP.

PERSONAL AUTHOR: REED, E. IRENE, COMP.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; AUDIOVISUAL AIDS; *BIBLIOGRAPHIES; *BILINGUAL EDUCATION; ELEMENTARY EDUCATION; ENGLISH; *ESKIMOS; ETHNIC GROUPS; FICTION; INSTRUCTIONAL AIDS; INSTRUCTIONAL MATERIALS; LANGUAGE ARTS; MATHEMATICS; *PRIMARY GRADES; READING MATERIALS

IDENTIFIER: ALASKA; *YUP IK

DESCRIPTIVE NOTE: 10P.

THIS BIBLIOGRAPHY CONSISTS OF MATERIALS IN YUP'IK AND ENGLISH PREPARED FOR LEVELS K-3. MOST OF THE ENTRIES ARE BOOKS, PRIMARILY FICTION SUITABLE FOR THE PRIMARY GRADES. THE NONFICTION BOOKS ARE TEACHERS' HANDBOOKS, INSTRUCTIONAL MATERIALS, AND OTHER TEACHING AIDS. IN ADDITION THERE IS A LIST OF NEWLY COMPLETED OR REPRINTED INSTRUCTIONAL OR TESTING MATERIALS ON VARIOUS SUBJECTS IN YUP'IK AND ENGLISH. VIDEO TAPES, FILMSTRIPS, AND TAPED RECORDINGS IN YUP'IK ARE ALSO LISTED, AS WELL AS ESL MATERIALS AND SETS OF QUESTIONS FOR THE BOOKS IN YUP'IK AND ENGLISH. (LG)

ACCESSION NUMBER: ED093304

PUBLICATION DATE: 74

TITLE: LIBRARY AND INFORMATION SERVICES FOR SPECIAL GROUPS.

PERSONAL AUTHOR: SMITH, JOSHUA I., ED.

DESCRIPTOR: AFRICAN AMERICAN STUDIES; AMERICAN INDIANS; BIBLIOGRAPHIES; *INFORMATION SERVICES; INSTITUTION LIBRARIES; LIBRARIANS; LIBRARY COLLECTIONS; LIBRARY PROGRAMS; *LIBRARY SERVICES; LITERACY; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; PRISONERS; SPECIAL LIBRARIES; *STATE OF THE ART REVIEWS; UNIVERSITY LIBRARIES

IDENTIFIER: APPALACHIA

DESCRIPTIVE NOTE: 337P.

SPECIAL GROUPS ARE DEFINED IN THIS BOOK AS "GROUPS THAT ARE A MINORITY OF THE GENERAL POPULATION THAT, FOR ONE REASON OR ANOTHER, DO NOT SHARE EQUALLY IN THE SOCIAL, ECONOMIC, EDUCATIONAL, AND POLITICAL OPPORTUNITIES OFFERED BY THIS GREAT NATION." THUS, AN ATTEMPT IS MADE HERE TO FIND OUT WHAT LIBRARY AND INFORMATION SERVICES HAVE BEEN PROVIDED FOR AND ARE NEEDED BY SUCH GROUPS. THERE ARE CHAPTERS ON: THE AMERICAN INDIAN, WITH HIS NEED FOR A GREATER DECISION-MAKING ROLE IN INDIAN LIBRARY PROGRAMS; APPALACHIAN WHITES, WHO HAVE A LONG CULTURAL HERITAGE BUT A LOW LITERACY RATE; BLACK ACADEMIC LIBRARIES, WITH A COMPARISON OF THESE WITH NONBLACK ACADEMIC LIBRARIES; BLACK STUDIES AND THE ROLE OF LIBRARIANS IN THE DEVELOPMENT OF BLACK STUDIES COLLECTIONS; LIBRARY SERVICE TO PRISONERS, WITH THEIR REQUIREMENTS FOR LIBRARY MATERIALS RELEVANT TO THEIR SPECIAL NEEDS; AND MEXICAN AMERICANS, WHO PARTICULARLY WISH TO PARTICIPATE IN THE DEVELOPMENT AND ADMINISTRATION OF THEIR COMMUNITIES' LIBRARY PROGRAMS. ALL CHAPTERS HAVE EXTENSIVE BIBLIOGRAPHIES, SOME ANNOTATED. (LS)

AVAILABILITY: SCIENCE ASSOCIATES/INTERNATIONAL, INC., 23 EAST 26TH STREET, NEW YORK, NEW YORK 10010

DOCUMENTS NOT AVAILAB LE FROM EDRS

ACCESSION NUMBER: ED093508

PUBLICATION DATE: 73

TITLE: TO LIVE ON THIS EARTH: AMERICAN INDIAN EDUCATION.

PERSONAL AUTHOR: FUCHS, ESTELLE; HAVIGHURST, ROBERT J.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; BOARDING SCHOOLS; COMMUNITY LEADERS; CURRICULUM DEVELOPMENT; *EDUCATION; EDUCATIONAL INNOVATION; *EDUCATIONAL RESEARCH; MENTAL DEVELOPMENT; MENTAL HEALTH; *NONRESERVATION AMERICAN INDIANS; *OPINIONS; RESERVATIONS (INDIAN); RURAL AREAS

DESCRIPTIVE NOTE: 390P.

A MAJOR STUDY OF THE EDUCATION OF THE AMERICAN INDIANS, AN AREA WHERE VIRTUALLY NO RESEARCH ON A NATIONWIDE BASIS HAS BEEN DONE SINCE THE LATE 1920'S, IS PRESENTED IN THIS BOOK. IT DRAWS HEAVILY ON INFORMATION OBTAINED BY THE NATIONAL STUDY OF INDIAN EDUCATION (FUNDED BY THE U.S. OFFICE OF EDUCATION AND COMPLETED IN 1971). EVERY FACET OF AMERICAN INDIAN EDUCATION IS EXAMINED--STUDENTS, TEACHERS, PARENTS, COMMUNITY LEADERS, AND EDUCATORS REVEAL THEIR VIEWS BOTH IN TERMS OF WHAT NOW EXISTS AND PLANS FOR THE FUTURE. EDUCATION FOR INDIAN YOUTH ACROSS THE NATION VARIES STRIKINGLY ACCORDING TO NUMEROUS FACTORS SUCH AS SOURCES OF FUNDING, LOCATION, CURRICULUM, FACULTY, DEGREE OF ISOLATION FROM OTHER COMMUNITIES, AND CULTURAL DIFFERENCES. ASPECTS OF THESE FACTORS INDICATE HOW NATIVE AMERICANS LIVE AND ARE EDUCATED, AND WHAT THEY THINK OF THE PROCESS. TOPICS COVERED ARE: A DETAILED STUDY OF 8 INDIAN SCHOOLS RANGING FROM ISOLATED TO URBAN AREAS; A DESCRIPTION OF WHERE CHILDREN GO TO SCHOOL AND WHAT TYPES OF SCHOOLS THEY ATTEND; AN EXAMINATION OF STUDENTS, TEACHERS, PARENTS, AND COMMUNITY LEADERS; HOW INDIAN PARENTS, YOUTH, AND COMMUNITY LEADERS VIEW THEIR SCHOOLS; A DESCRIPTION OF SOME OF THE INNOVATIONS IN INDIAN EDUCATION; INDIAN PEOPLE IN PRESENT DAY AMERICA; MENTAL HEALTH; MENTAL ABILITY AND MENTAL DEVELOPMENT; SCHOOL ACHIEVEMENT; BOARDING SCHOOLS; AND SOME CRITICISMS OF INDIAN EDUCATION RECOMMENDATIONS SUCH AS AN INCREASED INDIAN VOICE IN EDUCATION AND THE ESTABLISHMENT OF A NATIONAL COMMISSION ON INDIAN EDUCATION ARE GIVEN. (NQ)

AVAILABILITY: ANCHOR PRESS/DOUBLEDAY, GARDEN CITY, N.Y. 11530 ($3.95)

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093513

PUBLICATION DATE: 74

TITLE: MOHAWK PEOPLE -- PAST AND PRESENT. A LIST OF PRINT AND VISUAL MEDIA ON MOHAWK HISTORY, CULTURE AND CURRENT EVENTS.

PERSONAL AUTHOR: GARROW, LARRY; AND OTHERS

DESCRIPTOR: AMERICAN INDIAN CULTURE; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ART; *BOOKLISTS; CHILDRENS BOOKS; CULTURAL BACKGROUND; CURRENT EVENTS; FILMSTRIPS; HANDICRAFTS; HISTORY; LOCAL GOVERNMENT; *REFERENCE MATERIALS; RESERVATIONS (INDIAN); TRIBES; *VISUAL AIDS

IDENTIFIER: *MOHAWKS

DESCRIPTIVE NOTE: 22P.

A LIST OF PRINT AND VISUAL MEDIA ON MOHAWK INDIAN HISTORY, CULTURE AND CURRENT EVENTS (WRITTEN BETWEEN 1847 AND 1972) IS PRESENTED IN THIS BIBLIOGRAPHY. THE 8 SECTIONS, WHICH LIST APPROXIMATELY 156 CITATIONS, ARE: THE PAST; THE PRESENT; ARTS AND CRAFTS; MOHAWK GOVERNMENT; MOHAWK-WHITE RELATIONS; MOHAWK LANGUAGE; MOHAWK STORIES; AND CHILDREN'S BOOKS. WHERE TO FIND MORE, THE LAST SECTION, PROVIDES SOURCES FOR FURTHER REFERENCE. (AH)

ACCESSION NUMBER: ED093514

PUBLICATION DATE: 74

TITLE: A SELECTED BIBLIOGRAPHY OF THE MOHAWK PEOPLE.

PERSONAL AUTHOR: GARROW, LARRY; AND OTHERS

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; AUDIOVISUAL AIDS; CHILDRENS BOOKS; CULTURAL BACKGROUND; FICTION; GOVERNMENT ROLE; HANDICRAFTS; *HISTORY; *LAWS; LEGENDS; *MEDIA RESEARCH; RELIGION; SOCIAL FACTORS; TREATIES

IDENTIFIER: *MOHAWKS

DESCRIPTIVE NOTE: 53P.

DESIGNED TO COVER ALL MEDIA ON ALL AREAS OF MOHAWK LIFE, THE BIBLIOGRAPHY ALSO INCLUDED GENERAL MATERIALS ON THE IROQUOIS WHERE NOTHING ON THE MOHAWKS HAD BEEN PRODUCED. TO BE RELEVANT TO MOHAWKS ON THE ST. REGIS RESERVE, THE BIBLIOGRAPHY USED AN INFORMATIONAL SURVEY OF COMMUNITY PRIORITIES (1972, NATIONAL INDIAN EDUCATION ASSOCIATION LIBRARY PROJECT). THE APPROXIMATELY 343 CITATIONS, DATED FROM 1762 THROUGH 1972, ARE ARRANGED BY SUBJECT AND SUBDIVIDED BY AUTHOR. RESOURCES VARY ACCORDING TO THE PRIORITY THE MOHAWK PEOPLE PLACED ON THE AREA COVERED--HIGH PRIORITY ITEMS, SUCH AS HISTORY AND LEGAL RELATIONS, INCLUDE PRIMARY AND SECONDARY PRINT MATERIALS, AND NON-PRINT MATERIALS; LOW PRIORITY ITEMS, SUCH AS ANTHROPOLOGY, INCLUDE ONLY SECONDARY MATERIAL. THE SECTIONS ARE: ARCHEOLOGY; A BIBLIOGRAPHY OF BIBLIOGRAPHIES; CHILDREN'S BOOKS; FICTION ABOUT MOHAWKS; GOVERNMENT; HISTORY; LANGUAGE; LAWS AND TREATIES; LITERATURE (FOLKLORE); MAPS; MATERIAL CULTURE (HANDICRAFTS); RELIGION; AND SOCIETY AND CULTURE (TRADITIONAL AND CONTEMPORARY). (AH/KM)

ACCESSION NUMBER: ED093515

PUBLICATION DATE: JUN 73

TITLE: THE TRADING POST SYSTEM ON THE NAVAJO RESERVATION. STAFF REPORT TO THE FEDERAL TRADE COMMISSION.

DESCRIPTOR: *AMERICAN INDIANS; *CONSUMER ECONOMICS; CREDIT (FINANCE); *ECONOMICALLY DISADVANTAGED; FOOD STORES; HISTORY; *INVESTIGATIONS; LIFE STYLE; *MERCHANTS; RESERVATIONS (INDIAN); RURAL AREAS; SOCIOECONOMIC STATUS

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 78P.

SINCE THE LATE 19TH CENTURY, TRADING POSTS HAVE BEEN A PROMINANT FEATURE IN NAVAJO ECONOMIC LIFE. TODAY, DUE TO GEOGRAPHIC ISOLATION AND AN ABSENCE OF ECONOMIC ALTERNATIVES, MANY NAVAJOS ARE STILL DEPENDENT UPON TRADING POSTS. THIS REPORT OF A FEDERAL TRADE COMMISSION (FTC) INVESTIGATION DETAILS THE SYSTEM ON THE NAVAJO RESERVATION, INCLUDING THE ABUSIVE AND UNFAIR PRACTICES USED BY MANY OF THE TRADERS. FTC INTEREST IN TRADER CONDUCT TRACES TO A 1971 MEETING BETWEEN ATTORNEYS FROM THE FTC LOS ANGELES REGIONAL OFFICE AND STAFF ATTORNEYS FROM DINEBEIINA NAHIILNA BE AGADITAHE (DNA), AN OFFICE OF ECONOMIC OPPORTUNITY LEGAL AID FACILITY ON THE RESERVATION. THE DNA ATTORNEYS CITED 3 QUESTIONABLE PRACTICES: WITHHOLDING GOVERNMENT CHECKS; ALLEGED PRICE FIXING; AND TRUTH IN LENDING ACT VIOLATIONS, PARTICULARLY IN PAWN TRANSACTIONS. IN APRIL 1972 THE COMMISSIONER OF THE BUREAU OF INDIAN AFFAIRS (BIA) REQUESTED THAT THE FTC, BECAUSE OF THEIR EXPERTISE, CONDUCT IMMEDIATE INVESTIGATIONS TO PROMULGATE REVISED NAVAJO TRADER REGULATIONS. FTC STAFF SURVEYED 95% OF THE TRADING POSTS ON OR NEAR THE RESERVATION. THESE INTERVIEWS WERE DIRECTED AT PAWN PRACTICES, OPEN END CREDIT, AND MAIL DELIVERY. THE STAFF ALSO INTERVIEWED MORE THAN 100 NAVAJO CONSUMERS ON THE RESERVATION. PUBLIC HEARINGS WERE THEN HELD BY THE BIA AND FTC IN AUGUST 1972. THE HEARINGS CONCLUDED THAT ONE OF THE MOST ONEROUS TRADER PRACTICES WAS "CREDIT SATURATION" (EXTENDING CREDIT UP TO THE CUSTOMER'S KNOWN PERIODIC INCOME). (KM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 1800-00158; $0.85)

ACCESSION NUMBER: ED093523

PUBLICATION DATE: 74

TITLE: RECOMMENDATIONS CONCERNING EMPLOYMENT, INCOME, AND EDUCATIONAL OPPORTUNITIES FOR THE SEMINOLE AND MICCOSUKEE TRIBES IN FLORIDA. FINAL ECOLOGICAL REPORT.

PERSONAL AUTHOR: NICHOLAS, JAMES C.; KERSEY, HARRY A., JR.

DESCRIPTOR: *AMERICAN INDIANS; CHANGE AGENTS; DEMOGRAPHY; ECONOMIC DEVELOPMENT; *ECONOMIC RESEARCH; EDUCATIONAL OPPORTUNITIES; *EMPLOYMENT OPPORTUNITIES; ENVIRONMENTAL INFLUENCES; FEDERAL PROGRAMS; *FUTURES (OF SOCIETY); HISTORY; *LAND USE; RESEARCH PROJECTS; RESERVATIONS (INDIAN); SOCIOECONOMIC STATUS; TRIBES; URBANIZATION

IDENTIFIER: FLORIDA; MICCOSUKEES; SEMINOLES

DESCRIPTIVE NOTE: 101P.

A PART OF THE SOUTH FLORIDA ENVIRONMENTAL PROJECT SPONSORED BY THE U.S. DEPARTMENT OF INTERIOR, BUREAU OF INDIAN AFFAIRS. THIS PROJECT COMMENCED ON JULY 1, 1971, AND ENDED ON DECEMBER 31, 1972. PHASE I PROVIDED A COMPREHENSIVE HISTORY OF SEMINOLE AND MICCOSUKEE INDIAN TRIBAL DEVELOPMENT; PHASE II PRODUCED AN OVERALL VIEW OF THE GROWTH OF THE SOUTH FLORIDA REGION AND THE POTENTIAL IMPACT ON INDIANS IN THE AREA. IN PHASE III, WHICH IS REPORTED IN THIS PAPER, THE RESEARCH TEAM CONCENTRATED ON ESTIMATING PRESENT AND FUTURE EMPLOYMENT AND INCOME OPPORTUNITIES FOR THE TRIBES, AS WELL AS A GENERAL RESERVATION LAND USE FORECAST TO THE YEAR 2000. TO ASSIST THE TRIBES IN DEVELOPING ECONOMIC AND EDUCATIONAL PLANS, DEVELOPMENT PLANS FOR SOUTH FLORIDA LANDS ABUTTING THE RESERVATION AREAS, INCLUDING THE POSSIBLE LOCATION OF A JETPORT, WERE GIVEN. ADDITIONALLY, A SET OF GENERAL EDUCATIONAL RECOMMENDATIONS WAS PREPARED FOR THE TRIBES TO DEVELOP PROGRAMS FOR SCHOOL AGED CHILDREN, ADULT EDUCATION, AND VOCATIONAL-TECHNICAL TRAINING. (KM)

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, 5285 PORT ROYAL ROAD, SPRINGFIELD, VIRGINIA 22151 (PB-321 943/2GA; MF \$1.45, PC \$8.25)

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093537

PUBLICATION DATE: 74

TITLE: THE CHEROKEE PROJECT. YEAR 1 REPORT .

DESCRIPTOR: *AMERICAN INDIANS; BEHAVIOR PROBLEMS; *DEMONSTRATION PROGRAMS; DIAGNOSTIC TESTS; EDUCATIONAL DIAGNOSIS; *EXCEPTIONAL CHILD EDUCATION; FEDERAL PROGRAMS; INDIVIDUAL CHARACTERISTICS; *LEARNING DISABILITIES; PARENT PARTICIPATION; *PROGRAM EVALUATION

IDENTIFIER: *CHEROKEE PROJECT; ELEMENTARY SECONDARY EDUCATION ACT TITLE VI; ESEA TITLE VI; NORTH CAROLINA

DESCRIPTIVE NOTE: 23P.

THE CHEROKEE PROJECT, A MODEL DEMONSTRATION PROGRAM FOR LEARNING DISABLED CHILDREN AT CHEROKEE, NORTH CAROLINA, BEGAN OPERATIONS IN 1973. FUNDED BY THE BUREAU OF EDUCATION FOR THE HANDICAPPED, OFFICE OF EDUCATION (DHEW), IT IS ADMINISTERED BY THE BUREAU OF INDIAN AFFAIRS, INDIAN EDUCATION RESOURCES CENTER (ALBUQUERQUE, NEW MEXICO). THIS FINAL REPORT OF THE FIRST YEAR (1973-74) OF THE PROJECT DISCUSSES: THE PROJECT'S BEGINNING; SELECTION OF TARGET CHILDREN; METHODS AND MATERIALS USED FOR SCREENING AND DIAGNOSES; TEACHER AND PARENT INVOLVEMENT; TEACHING METHODS AND MATERIALS; BEHAVIOR PROBLEMS ENCOUNTERED; PROJECT EVALUATION; AND SUGGESTIONS FOR SETTING UP A PROGRAM FOR LEARNING DISABLED CHILDREN. THE PROJECT EVALUATION FOUND THAT: (1) 12 OF THE 32 TARGET CHILDREN MADE DRAMATIC IMPROVEMENT IN THEIR LEARNING PROBLEMS; (2) 14 MADE REASONABLE AND EXPECTED PROGRESS; AND (3) 6 MADE NO SIGNIFICANT PROGRESS. SOME SUGGESTIONS ARE: (1) BECOME FAMILIAR WITH THE COMMON CHARACTERISTICS OF LEARNING DISABLED CHILDREN; (2) USE THE WISC OR SIT FOR INTELLIGENCE TESTING AND OBSERVE CHILDREN'S PERFORMANCE AS THEY TAKE THE TEST; AND (3) WORK INDIVIDUALLY WITH THE CHILDREN AND OBSERVE HOW THEY WORK AS WELL AS WHAT THEY KNOW OR DO. (NQ)

ACCESSION NUMBER: ED093538

PUBLICATION DATE: 73

TITLE: EVALUATION OF STUDENT RIGHTS AND RESPONSIBILITIES PROGRAMS. RESEARCH AND EVALUATION REPORT SERIES NO. 25.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; COURT ROLE; DISCIPLINE POLICY; FEDERAL PROGRAMS; PHILOSOPHY; SCHOOL LAW; *SCHOOL POLICY; *SECONDARY SCHOOLS; *STUDENT RESPONSIBILITY; *STUDENT RIGHTS

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS SCHOOLS

DESCRIPTIVE NOTE: 92P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

STUDENT RIGHTS ENCOMPASS ALL SPECIFIC RIGHTS WHICH THE COURTS RECOGNIZE AS BEING VESTED IN STUDENTS. THESE MAY BE DERIVED FROM APPLICABLE FEDERAL, STATE, AND/OR LOCAL LAWS, INCLUDING SCHOOL REGULATIONS. ON JUNE 22, 1973, AN AD HOC COMMITTEE (50 PERCENT AMERICAN INDIAN) WAS CONVENED IN ALBUQUERQUE, NEW MEXICO TO REVIEW A SPECIAL REPORT FORM PREPARED FOR EVALUATING INDIAN STUDENT RIGHTS AND RESPONSIBILITIES. THE COMMITTEE WAS CONCERNED WITH THE ORGANIZATION OF THESE CODES AND THEIR COMPLIANCE WITH LOCAL, STATE, AND FEDERAL LEGAL AND TECHNICAL REQUIREMENTS. THE FORM WAS DISTRIBUTED TO 33 BUREAU OF INDIAN AFFAIRS (BIA) SECONDARY SCHOOLS AND DORMITORIES, 20 OF WHICH RESPONDED. THIS PAPER DISCUSSES THE PHILOSOPHICAL EXTENT OF STUDENT RIGHTS AND THE PAST AND PRESENT STATUS OF RIGHTS AND RESPONSIBILITIES IN BIA AND NON-BIA SCHOOLS. SOME FINDINGS ARE: ALMOST ALL SCHOOLS HAVE SOME TYPE OF WRITTEN HANDBOOK OR GUIDE; 3/4 HAVE SOME TYPE OF GRIEVANCE PROCEDURE; AND ALL BUT THREE APPLY THE INTERIM PROCEDURE FOR STUDENT EXPULSIONS. THE APPENDIXES, WHICH COMPRISE THE BULK OF THE DOCUMENT, GIVE: REFERENCES TO BIA SCHOOL MANAGEMENT POLICIES AND DISCIPLINARY PROCEDURES; THE CONSTITUTION FOR BIA HIGH SCHOOLS OPERATED WITHIN THE NAVAJO AREA; THE REPORT FORM SENT TO THE SCHOOLS; A ROSTER OF THE SCHOOLS; INFORMATION RELATIVE TO THE PHOENIX MEETING ON STUDENT RIGHTS AND RESPONSIBILITIES; AND A BIBLIOGRAPHY OF REPORTS RELATED TO INDIAN STUDENT RIGHTS PREPARED WITHIN THE PAST THREE YEARS. (NQ)

H C NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093539

PUBLICATION DATE: APR 74

TITLE: STUDENT RIGHTS AND RESPONSIBILITIES. A PROGRESS REPORT. RESEARCH AND EVALUATION REPORT SERIES NO. 25-B.

DESCRIPTOR: *AMERICAN INDIANS; EVALUATION; *FEDERAL PROGRAMS; *GUIDELINES; LEGISLATION; SCHOOL POLICY; *STUDENT RESPONSIBILITY; *STUDENT RIGHTS; STUDENT SCHOOL RELATIONSHIP

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS SCHOOLS

DESCRIPTIVE NOTE: 60P.

IN RECENT YEARS, THE BUREAU OF INDIAN AFFAIRS (BIA) HAS HAD TO RE-EXAMINE ITS POSITION REGARDING THE CURRENT LEGAL STATUS OF YOUTH ATTENDING SCHOOL. COURT ACTIONS, ALTHOUGH STILL INDECISIVE ON THIS POINT, PRECEDE A NEW ERA OF SCHOOL-STUDENT RELATIONSHIPS WHICH THE BIA'S OFFICE OF INDIAN EDUCATION PROGRAMS HOLDS WILL ASSURE IMPROVED CONDITIONS FOR THE TOTAL SCHOOL COMMUNITY. THE BIA COMMENCED ON A COURSE WHICH HAS LED TO THE DEVELOPMENT OF STUDENT RIGHTS AND RESPONSIBILITIES REGULATORY PROCEDURES. A STRONG FOUNDATION WAS DESIGNED TO ASSESS EXISTING PROGRAMS, COURT DECISIONS, LEGAL OPINIONS, AND INDIAN STUDENT AND COMMUNITY VIEWPOINTS. STEPS WERE TAKEN TO ARRIVE AT A STUDENT RIGHTS AND RESPONSIBILITIES PROPOSAL WITH NATIONWIDE SUPPORT. THIS DOCUMENT REPORTS THE BIA'S PROGRESS IN PROVIDING AREAS AND LOCAL SCHOOLS WITH GUIDELINES AND LEGAL SUPPORT TO ESTABLISH STUDENT RIGHTS AND RESPONSIBILITIES PROGRAMS. IT CONSISTS OF BACKGROUND INFORMATION ON BIA STUDENT RIGHTS AND RESPONSIBILITIES, MEMOS TO INDIVIDUALS OR GROUPS CONNECTED WITH THE PROCESS, DRAFTS OF THE PROPOSED SECTION TO THE INDIAN AFFAIRS MANUAL AND THE 25 CFR 35 FOR THE FEDERAL REGISTER, AND A PERTINENT SECTION OF PUBLIC LAW 90-23 (ADMINISTRATIVE PROCEDURE ACT). (NQ)

50

ACCESSION NUMBER: ED093540

PUBLICATION DATE: 74

TITLE: TRIBAL DIRECTORY, 1974. ARIZONA COMMISSION OF INDIAN AFFAIRS.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; *DIRECTORIES; EDUCATION; EMPLOYMENT; HEALTH; LAWS; MAPS; ORGANIZATIONS (GROUPS); POPULATION TRENDS; PUBLIC RELATIONS; *RESERVATIONS (INDIAN); *TRIBES; WELFARE

IDENTIFIER: *ARIZONA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 63P.; FOR RELATED DOCUMENT, SEE ED 077 624

THE TRIBAL DIRECTORY OF AMERICAN INDIANS IN ARIZONA WAS CORRECT AS OF JUNE 1974. IT INCLUDES: (1) MEMBERS OF THE ARIZONA COMMISSION OF INDIAN AFFAIRS; (2) RESERVATION POPULATIONS (DOES NOT INCLUDE NONRESERVATION INDIANS); (3) AN ALPHABETICAL LISTING OF THE 19 RESERVATIONS, WITH THEIR COUNCIL MEMBERS AND COMMITTEE CHAIRMEN; (4) BUREAU OF INDIAN AFFAIRS (BIA) AREA OFFICES; (5) STATE AND INDIAN HIGHER EDUCATION INSTITUTIONS; (6) BIA AND STATE EMPLOYMENT AGENCIES; (7) COUNTY AND PUBLIC HEALTH SERVICES; (8) POLICE AND LEGAL GROUPS; (9) PRESS CONTACTS BOTH ON AND OFF RESERVATION; (10) ARIZONA AND BIA WELFARE SERVICES; (11) MISCELLANEOUS CENTERS (ARTS AND CRAFTS, CULTURE, NEWSPAPERS) AND 15 INDIAN ASSOCIATIONS. (KM)

ACCESSION NUMBER: ED093547

PUBLICATION DATE: JUN 70

TITLE: INDIANS IN MONTANA. MONTANA ECONOMIC STUDY-STAFF STUDY.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ACCULTURATION; *AMERICAN INDIANS; ATTITUDES; *CENSUS FIGURES; CULTURAL TRAITS; *ECONOMIC DISADVANTAGEMENT; FAMILY INCOME; *INDUSTRIALIZATION; RESERVATIONS (INDIAN); TABLES (DATA)

IDENTIFIER: *MONTANA

DESCRIPTIVE NOTE: 57P.; FOR RELATED DOCUMENT, SEE RC 008 008

THE THREE PAPERS IN THIS PUBLICATION DISCUSS AMERICAN INDIANS IN MONTANA. "INDIAN POVERTY IN MONTANA: FINDINGS OF THE 1960 CENSUS" EXAMINES DATA PERTAINING TO THE INDIANS' ECONOMIC BACKGROUND. INCOME DATA, DERIVED FROM 25 PERCENT OF THE POPULATION, REPORTS INCOME RECEIVED IN 1959 FROM: (1) WAGES, SALARIES, COMMISSIONS, AND TIPS; (2) "OWN BUSINESS, PROFESSIONAL PRACTICE, PARTNERSHIP OR FARM"; AND (3) SOCIAL SECURITY, PENSIONS, VETERANS' PAYMENTS, RENT (MINUS EXPENSES), INTEREST AND DIVIDENTS, UNEMPLOYMENT INSURANCE, WELFARE PAYMENTS, AND "ANY OTHER SOURCES." THE ASSIMILATION OF AMERICAN INDIANS INTO THE LARGER WHITE AMERICAN SOCIETY IS DISCUSSED IN "AMERICAN INDIANS IN THE MELTING POT," "INDIAN CULTURE AND INDUSTRIALIZATION" COVERS INDIAN CULTURAL TRAITS, THE WESTERN FACTORY SYSTEM AND SOME CHANGES IN THE FACTORY ORGANIZATION, AND IMPLICATIONS FOR FACTORIES EMPLOYING INDIAN LABOR. THE YANKTON PLANT (ELECTRONICS) ON THE YANKTON SIOUX RESERVATION IN SOUTH DAKOTA-IS AN EXAMPLE OF A SUCCESSFUL FACTORY WHICH INCORPORATES SOME OF THESE CHANGES. (NQ)

ACCESSION NUMBER: ED093548

PUBLICATION DATE: 70

TITLE: INDIAN CULTURE AND INDUSTRIALIZATION.

PERSONAL AUTHOR: BIGART, ROBERT J.

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; CHANGE STRATEGIES; CULTURAL CONTEXT; *CULTURAL TRAITS; CULTURE CONFLICT; *INDUSTRIALIZATION; ORGANIZATION; RELATIONSHIP; *RESERVATIONS (INDIAN); SOCIAL STRUCTURE; *TECHNOLOGICAL ADVANCEMENT

DESCRIPTIVE NOTE: 16P.; FOR RELATED DOCUMENT, SEE RC 008 007

SINCE FACTORIES WERE DEVELOPED BY AND FOR WESTERN CULTURE, THOSE ON AMERICAN INDIAN RESERVATIONS NEED TO BE ADJUSTED TO A NONWESTERN SOCIAL AND CULTURAL MILIEU. AMONG INDIAN CULTURAL TRAITS WHICH DIFFER FROM WESTERN CULTURE ARE INDEPENDENCE, NATURE OF AUTHORITY, ATTITUDE TOWARD PROPERTY AND NATURE, COMPETITION, REWARDS SYSTEM, AND SENSE OF TIME. THESE DIFFERENCES HAVE BEEN FOUND TO BE COMMON AMONG NORTH AMERICAN INDIANS GENERALLY, EXCEPT POSSIBLY IN THE NORTHWEST COAST CULTURAL REGION. THESE CULTURAL CONFLICTS SUGGEST THAT CERTAIN TYPES OF CHANGES WHICH COULD BE MADE IN THE WESTERN FACTORY SYSTEM NEED TO BE CONSIDERED. SUCH CHANGES WOULD BE: (1) DETERMINING THE KIND OF FACTORIES WHICH WOULD ALLOW THE MOST SATISFYING TYPES OF WORK, (2) OWNERSHIP OF RESERVATION FACTORIES, AND (3) THE RELATIONSHIP OF THE WORKER TO THE PLANT. THE ELECTRONICS PLANT ON THE YANKTON SIOUX RESERVATION IN SOUTH DAKOTA IS A SUCCESSFUL FACTORY WHICH HAS INCORPORATED SOME OF THESE. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 093547

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093550

PUBLICATION DATE: 74

TITLE: A HISTORY OF THE ORIGINAL PEOPLES OF NORTHERN CANADA.

PERSONAL AUTHOR: CROWE, KEITH J.

DESCRIPTOR: ADULT LEADERS; *AMERICAN HISTORY; *AMERICAN INDIANS; CULTURAL BACKGROUND; DEVELOPING NATIONS; ECONOMIC DEVELOPMENT; *ESKIMOS; FORESTRY OCCUPATIONS; *HUMAN DEVELOPMENT; LIFE STYLE; NATURAL RESOURCES; SELF CONCEPT; SOCIOCULTURAL PATTERNS; *TRIBES; WESTERN CIVILIZATION

IDENTIFIER: *NORTHERN CANADA

DESCRIPTIVE NOTE: 226P.

THE DOCUMENT WAS PREPARED PERSUANT TO THE MAN IN THE NORTH CONFERENCE (INUVIK, NOVEMBER 1970), WHERE NORTHERN INDIAN PARTICIPANTS IDENTIFIED A HISTORY OF THE NATIVE PEOPLES OF CANADA AS A MOST IMPORTANT PRIORITY. SINCE EXISTING BOOKS ON CANADIAN HISTORY ARE ESSENTIALLY EUROPEAN IN NATURE, THIS CLASSROOM TEXT ENDEAVORED TO PROVIDE A HISTORY OF THE INDIAN AND INUIT PEOPLES FROM A NATIVE STANDPOINT. FOLLOWING THESE PEOPLES FROM PREHISTORIC TIMES TO THE EMERGENCE OF THE THREE GREAT HUNTING GROUPS--THE ALGONKIAN, ATHAPASKAN, AND INUIT--THE HISTORY DESCRIBES THEIR LIFE STYLES AND CHARACTERISTICS, WHICH FORM AN INTRINSIC PART OF NATIVE CULTURE TODAY. PARTICULAR ATTENTION IS GIVEN TO: FUR TRADE, ITS EFFECTS, AND THE EMERGENCE OF THE METIS PEOPLE; TO THE VARIOUS INDIAN TRIBES AND SOME OF THEIR OUTSTANDING LEADERS; GREAT CHANGES WHICH TRADING AND WHALING BROUGHT TO THE ARCTIC AND THE INUITS WHO LIVED THERE; YUKON INDIANS AND THE GOLD RUSH; THE COMING OF CHRISTIANITY; AND THE EFFECT OF GOVERNMENT ON THE PEOPLES AND THEIR WAY OF LIFE. ADDITIONALLY DESCRIBING HOW THESE NATIVE PEOPLES HAVE NOW GRASPED POLITICAL POWER, THE PUBLICATION PROVIDES A SURVEY OF CURRENT INDIAN, INUIT, AND METIS LEADERS. THE APPENDIXES GIVE BY LOCATION, ASSOCIATIONS, THAT SERVE NORTHERN NATIVE PEOPLE AND SUPPLEMENTARY READINGS. (KM)

AVAILABILITY: MCGILL-QUEEN'S UNIVERSITY PRESS, 3458 REDPATH STREET, MONTREAL 109, QUEBEC, CANADA ($4.00)

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093559

PUBLICATION DATE: MAY 74

TITLE: PROCEEDINGS: INDIAN EDUCATION CONFERENCE 1974 (15TH, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA, 1974). EDUCATIONAL SERVICES BULLETIN NO. 49.

PERSONAL AUTHOR: MECH, JOYCE, ED.

DESCRIPTOR: *AMERICAN INDIANS; CHILDRENS LITERATURE; *CONFERENCE REPORTS; CULTURAL DIFFERENCES; *EDUCATIONAL PROGRAMS; *EDUCATIONAL RESOURCES; EVALUATION; FEDERAL LEGISLATION; LIBRARIANS; LIBRARY EDUCATION; *RESERVATIONS (INDIAN); RESOURCE MATERIALS; SERVICES; STATE PROGRAMS; WORKSHOPS

IDENTIFIER: ARIZONA

DESCRIPTIVE NOTE: 83P.; FOR RELATED DOCUMENTS, SEE RC008020-022

THE 15TH ANNUAL INDIAN EDUCATION CONFERENCE, SPONSORED BY THE CENTER FOR INDIAN EDUCATION AND THE LIBRARY TRAINING INSTITUTE FOR AMERICAN INDIANS AT ARIZONA STATE UNIVERSITY HAD AS ITS 1974 THEME "LEARNING RESOURCES FOR INDIAN EDUCATION". THE WORKSHOPS ATTEMPTED TO INFORM THE PARTICIPANTS OF EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN AND THEIR ELDERS. THIS PUBLICATION, TAKEN FROM WORKSHOP RECORDINGS, PRESENTS THE EXCHANGE OF VARIOUS VIEWPOINTS, APPROACHES, AND SUGGESTED SOLUTIONS BY THE PARTICIPANTS. IN SOME INSTANCES, PARTICIPANTS' COMMENTS DID NOT RECORD PROPERLY AND WERE THEREFORE DELETED OR REWORDED; IN OTHERS, SOME CONCEPTS WERE SUMMARIZED, ATTEMPTING TO RETAIN THE STYLE OF THE SPEAKER. NONSHOPS COVERED ARE: EVALUATING RESOURCES FOR INDIAN EDUCATION; INDIAN EDUCATION ACT (TITLE IV); STRENGTHENING NAVAJO EDUCATION; ARIZONA RESERVATION EDUCATIONAL PROGRAMS; LOCALLY PRODUCED MATERIALS FOR INDIAN EDUCATION; INDIAN EDUCATION PROGRAMS AT THE STATE LEVEL; TRAINING PROGRAMS FOR LIBRARY MEDIA SPECIALISTS; LITERATURE THAT TRANSCENDS CULTURAL DIFFERENCES; AND ARIZONA STATE UNIVERSITY STUDENT SERVICES. THE KEYNOTE ADDRESS, "PREPARING INDIAN YOUTH FOR SUCCESS IN SCHOOL", IS ALSO GIVEN. (NQ)

AVAILABILITY: ARIZONA STATE UNIVERSITY, BUREAU OF EDUCATIONAL RESEARCH AND SERVICES, TEMPE, ARIZ. 85281 (EDUCATIONAL SERVICES BULLETIN NO. 49)

ACCESSION NUMBER: ED093560

PUBLICATION DATE: MAY 74

TITLE: INDIAN EDUCATION PROGRAMS AT THE STATE LEVEL.

PERSONAL AUTHOR: LEONARD, TERRANCE; HAVATONE, EARL

DESCRIPTOR: ADMINISTRATIVE AGENCIES; *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; CONFERENCE REPORTS; *EDUCATIONAL PROGRAMS; EDUCATIONAL RESOURCES; *FEDERAL AID; FINANCIAL SUPPORT; FUTURES (OF SOCIETY); *RESERVATIONS (INDIAN); *STATE PROGRAMS; WORKSHOPS

IDENTIFIER: ARIZONA; JOHNSON O MALLEY ACT

DESCRIPTIVE NOTE: 18P.; FOR RELATED DOCUMENTS, SEE RC008019; RC008021-022

THE ARIZONA DIVISION OF INDIAN EDUCATION, DEPARTMENT OF EDUCATION, WAS ESTABLISHED IN 1939. IT IS RESPONSIBLE FOR PROVIDING ADMINISTRATIVE SERVICES AND CAPITAL ASSISTANCE TO STATE PUBLIC SCHOOL DISTRICTS, INDIAN TRIBES, AND TRIBAL EDUCATION COMMITTEES UNDER TITLE IV AND JOHNSON-O'MALLEY ACT (JOM). THE FUNDS, DISTRIBUTED BY DISTRICT NEEDS FOR BASIC SUPPORT, GO UNDER A GENERAL FUNDING DISTRICT; EACH DISTRICT MUST JUSTIFY ITS NEED. DURING THE 15TH ANNUAL INDIAN EDUCATION CONFERENCE AT ARIZONA STATE UNIVERSITY, REPRESENTATIVES OF THE DIVISION OF INDIAN EDUCATION (DEPARTMENT OF PUBLIC INSTRUCTION) DISCUSSED: (1) THE GOALS OF THE DIVISION OF INDIAN EDUCATION; (2) HOPED FOR CHANGES IN JOM; (3) CLARIFICATION OF TITLE IV FUNDING; AND (4) THE DRIVE FOR INCREASED INDIAN COMMUNITY INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 093559

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093561

PUBLICATION DATE: MAY 74

TITLE: TRAINING PROGRAMS FOR LIBRARY MEDIA SPECIALISTS.

PERSONAL AUTHOR: HIGGINS, NORMAN C.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY SERVICES; *EDUCATIONAL PROGRAMS; HIGHER EDUCATION; *LIBRARIANS; *LIBRARY PROGRAMS; LIBRARY SERVICES; MEDIA SPECIALISTS; *PARAPROFESSIONAL SCHOOL PERSONNEL; PROFESSIONAL TRAINING; RESERVATIONS (INDIAN)

IDENTIFIER: ARIZONA; NEW MEXICO

DESCRIPTIVE NOTE: 9P.; FOR RELATED DOCUMENT, SEE RC008019-020; RC008022

DURING THE 15TH ANNUAL INDIAN EDUCATION CONFERENCE HELD AT ARIZONA STATE UNIVERSITY, THE WORKSHOPS WERE AIMED AT INFORMING THE PARTICIPANTS OF EDUCATIONAL OPPORTUNITIES FOR AMERICAN INDIAN CHILDREN AND THEIR ELDERS. TAKEN FROM THE WORKSHOP RECORDINGS ON TRAINING PROGRAMS FOR LIBRARY MEDIA SPECIALISTS, THIS PAPER EXAMINES NEW LIBRARY PROGRAMS IN NEW MEXICO AND ARIZONA. THE DISCUSSION CENTERS ON THE OBJECTIVES OF THESE PROGRAMS TO: (1) CREATE MORE LIBRARIES IN INDIAN COMMUNITIES; (2) IMPROVE EXISTING LIBRARIES; (3) BETTER SERVE THE NEEDS OF THE PEOPLE; AND (4) TRAIN AND STAFF SUCH LIBRARIES WITH TRAINED INDIANS. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 093559

DOCUMENT S NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093562

PUBLICATION DATE: MAY 74

TITLE: LITERATURE THAT TRANSCENDS CULTURAL DIFFERENCES.

PERSONAL AUTHOR: DUNKLEY, GRACE; AND OTHERS

DESCRIPTOR: *ADOLESCENT LITERATURE; *AMERICAN INDIANS; *CHILDRENS LITERATURE; *COMMUNITY INVOLVEMENT; CULTURAL EXCHANGE; CURRICULUM DEVELOPMENT; ETHICAL VALUES; GROUP NORMS; *LITERATURE REVIEWS; MULTICULTURAL TEXTBOOKS; RESERVATIONS (INDIAN); VALUES; WORKSHOPS

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 8P.; FOR RELATED DOCUMENTS, SEE RC008019-021

THE GOAL OF THE NAVAJO PEOPLE IS TO HAVE MORE VOICE IN THE CURRICULUM DEVELOPMENT IN THEIR OWN COMMUNITIES. INTEREST IS IN VALUES BASED ON NATURE AND HUMAN UNDERSTANDING RATHER THAN CONTROL, COMPETITION, AND MATERIALISM. TAKEN FROM THE WORKSHOP RECORDINGS OF THE 15TH ANNUAL INDIAN EDUCATION CONFERENCE, THIS DISCUSSION CENTERS ON LITERATURE WHICH TRANSCENDS CULTURAL DIFFERENCES. THE PARTICIPANTS DISCUSS THE VIEWS OF SCHOOL BOARD MEMBERS ON THE NAVAJO RESERVATION REGARDING THE BOOKS AND MATERIALS USED WITH INDIAN CHILDREN IN THEIR BOARDING SCHOOLS. SEVERAL EXAMPLES OF CHILDREN'S AND ADOLESCENTS' LITERATURE, SUITABLE FOR ALL YOUNG READERS REGARDLESS OF CULTURAL BACKGROUND, ARE REVIEWED. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 093559

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093567

PUBLICATION DATE: 22 MAY 68

TITLE: PROCEEDINGS OF A CONFERENCE ON EARLY CHILDHOOD EDUCATION FOR AMERICAN INDIANS (UNIVERSITY OF NEW MEXICO, ALBUQUERQUE, N. MEXICO, MARCH 5-7, 1968).

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; COMMUNITY ROLE; *COMPREHENSIVE PROGRAMS; *CONFERENCE REPORTS; CURRICULUM DEVELOPMENT; *EARLY CHILDHOOD EDUCATION; FEDERAL PROGRAMS; FUTURES (OF SOCIETY); HEALTH SERVICES; PARENT ROLE; PROGRAM DEVELOPMENT; SOCIAL SERVICES; *SPEECHES

IDENTIFIER: *EARLY CHILDHOOD EDUCATION WEEK; NEW MEXICO

DESCRIPTIVE NOTE: 108P.

THE CONFERENCE ON EARLY CHILDHOOD EDUCATION WAS HELD DURING EARLY CHILDHOOD EDUCATION WEEK (MARCH 1968) IN ALBUQUERQUE, NEW MEXICO. CONFERENCE PARTICIPANTS INCLUDED BUREAU OF INDIAN AFFAIRS' (BIA) SCHOOL PERSONNEL RESPONSIBLE FOR THE ESTABLISHMENT AND COORDINATION OF PROPOSED BIA KINDERGARTENS, REPRESENTATIVES OF NATIONAL, PUBLIC, AND VOLUNTARY ORGANIZATIONS AND AGENCIES, COLLEGES AND UNIVERSITIES, STATE DEPARTMENTS OF EDUCATION, AND OTHER SCHOOL AND COMMUNITY REPRESENTATIVES WHO ARE CONCERNED AND INVOLVED IN INDIAN EDUCATION. THE CONFERENCE PROVIDED AN OPPORTUNITY FOR PARTICIPANTS TO CONSIDER, EXPLORE, AND EXCHANGE IDEAS ABOUT THE OBJECTIVES AND FACTORS INVOLVED IN PLANNING, ESTABLISHING, AND IMPLEMENTING COMPREHENSIVE EARLY CHILDHOOD EDUCATION PROGRAMS AND TO GIVE PARTICIPANTS THE OPPORTUNITY FOR CONTINUED DIALOGUES TO HELP ASSURE THE DEVELOPMENT OF THESE PROGRAMS. THE CONFERENCE REPORT PRESENTS SPEECHES, DISCUSSIONS, AND QUESTION AND ANSWER PERIODS CONSIDERING EARLY CHILDHOOD EDUCATION FROM THE PERSPECTIVE OF: THE CONFERENCE OBJECTIVES; ANTHROPOLOGY; THE STRUCTURE OF THE LEARNING PROCESS; A STAFF DEVELOPMENT PROGRAM USING A COLLEGE, TEACHERS, AIDES, ADMINISTRATORS, AND PROGRAM ASSISTANTS; HEALTH AND NUTRITION; SOCIAL SERVICES; PARENT AND COMMUNITY ROLES; CURRICULUM DEVELOPMENT; AND THE NEXT STEPS FOR BIA IMPLEMENTATION. SYMPOSIUM CHAIRMEN AND DISCUSSION COORDINATORS ARE LISTED IN THE FRONT OF THE PUBLICATION; SPEAKERS ARE LISTED BY SECTION. (KM)

ACCESSION NUMBER: ED093733

PUBLICATION DATE: 72

TITLE: POPULATION GROWTH IN THE UNITED STATES AND MEXICO. GEOGRAPHY CURRICULUM PROJECT.

PERSONAL AUTHOR: DALE, JOHN R.; RICE, MARION J.

DESCRIPTOR: *AMERICAN HISTORY; AMERICAN INDIANS; *AREA STUDIES; *DEMOGRAPHY; FUTURES (OF SOCIETY); *GEOGRAPHY; GRAPHS; IMMIGRANTS; INDIVIDUALIZED INSTRUCTION; INTERMEDIATE GRADES; MAP SKILLS; MEXICAN* AMERICANS; MIGRATION; *POPULATION GROWTH; TABLES (DATA); URBANIZATION

IDENTIFIER: FIRM; FORCED INFERENTIAL RESPONSE MODE; *GEOGRAPHY CURRICULUM PROJECT; MEXICO; UNITED STATES

DESCRIPTIVE NOTE: 105P.; RELATED DOCUMENTS ARE SO 005 532, SO 005 661, ED 075 317

THE SELF-STUDY UNIT FOR INTERMEDIATE GRADES TREATS POPULATION GROWTH IN THE UNITED STATES AND MEXICO. THE MAJOR OBJECTIVES ARE TO IMPROVE SKILLS IN USING GRAPHICS AND TO TEACH ABOUT POPULATION GROWTH. THE TEACHING METHOD USED IS THE FORCED INFERENTIAL RESPONSE MODE (FIRM). THE STUDENTS ARE PRESENTED WITH DATA THROUGH MAPS, GRAPHS, TABLES, PICTURES, AND BRIEF PARAGRAPHS. USING THIS INFORMATION, THEY COMPLETE GIVEN STATEMENTS WITH A WORD OR SEVERAL WORDS, AND THEN CHECK THE ACCURACY OF THEIR RESPONSE IN THE ANSWER BOOKLET WHICH ACCOMPANIES THE UNIT. THE UNIT IS DIVIDED INTO THE FOLLOWING THREE SECTIONS: (1) CHANGES IN THE MEXICAN POPULATION: 1500-1971; (2) CHANGES IN THE UNITED STATES POPULATION: 1500-1971; AND (3) A COMPARISON OF THE POPULATIONS OF THE UNITED STATES AND MEXICO TODAY. REVIEW QUESTIONS ARE INCLUDED FOR EACH SECTION. A GLOSSARY OF TERMS CONCLUDES THE UNIT. (RM)

AVAILABILITY: GEOGRAPHY CURRICULUM PROJECT, UNIVERSITY OF GEORGIA, 107 DUDLEY HALL, ATHENS, GEORGIA ($1.25; 10 PERCENT DISCOUNT ON 25 BOOKS OR MORE)

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094559

PUBLICATION DATE: JUN 73

TITLE: THE DEVELOPMENT OF NAVAJO BILINGUAL EDUCATION.

PERSONAL AUTHOR: SPOLSKY, BERNARD

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *BILINGUAL EDUCATION; DIGLOSSIA; *EDUCATIONAL POLICY; *LANGUAGE PLANNING; LANGUAGE STANDARDIZATION; *NAVAHO; NONSTANDARD DIALECTS; OFFICIAL LANGUAGES; SOCIOLINGUISTICS; STANDARD SPOKEN USAGE

DESCRIPTIVE NOTE: 36P.; PREPARED FOR THE SYMPOSIUM ON SOCIOLINGUISTICS AND LANGUAGE PLANNING (JUNE 27-29, 1973) OF THE AAAS/CONACYT MEETING ON SCIENCE AND MAN IN THE AMERICAS

BILINGUAL EDUCATION IN THE UNITED STATES HAS BEEN DIRECTED BY VARIOUS LANGUAGE EDUCATION POLICIES TO WHICH THERE ARE THREE DIMENSIONS: (1) THE LANGUAGE OR DIALECT THE CHILD SPEAKS ON ENTERING SCHOOL; (2) THE TYPE OF LANGUAGE POLICY IN THE SCHOOL, WHICH MAY BE MONOLINGUAL OR ONE OF THREE TYPES OF BILINGUAL POLICIES; (3) THE DIVISIONS OF LANGUAGE FUNCTIONS WHICH REFLECTS THE APPROPRIATENESS OF EACH LANGUAGE OR DIALECT FOR THE SPOKEN AND WRITTEN CHANNELS AND VARIOUS SOCIAL SITUATIONS. TO PROPOSE A LANGUAGE EDUCATION POLICY, PARTICULARLY IN THE DESIGN OF BILINGUAL EDUCATION PROGRAMS FOR NONSTANDARDIZED LANGUAGES, THREE TYPES OF LANGUAGES OR DIALECTS MUST BE CONSIDERED: WORLD, STANDARD, AND LOCAL, ALL OF WHICH INTERACT IN ADVANCING THE COMMUNITY TO A MODERN LIFE. ON THIS BASIS, THE PROBLEMS OF BILINGUAL EDUCATION FOR THE NAVAJO HAVE INVOLVED THE DEVELOPMENT OF AN ORTHOGRAPHY; STANDARDIZATION, SO THAT THE WRITTEN LANGUAGE MAY BE TAUGHT; AND MODERNIZATION, TO FACILITATE THE HANDLING OF MODERN CONCEPTS. THE LAST FIVE YEARS HAVE BEEN MARKED BY A GROWING ACCEPTANCE OF THE POTENTIAL VALUE OF NAVAJO BILINGUAL EDUCATION, WHICH IS RECOGNIZED AS MORE THAN AN ANSWER TO A LANGUAGE PROBLEM; RATHER, IT IS A CENTRAL ELEMENT IN CHANGING EDUCATION FROM AN ALIEN FUNCTION TO ONE SHARED OR CONTROLLED BY THE COMMUNITY. (LG)

ACCESSION NUMBER: ED094580

PUBLICATION DATE: JUN 74

TITLE: FINAL EVALUATION REPORT FOR ALASKA NATIVE EDUCATION BOARD, INC., 1973-74. FIRST YEAR OF THE BILINGUAL/BICULTURAL PROGRAM.

PERSONAL AUTHOR: TEMP, GEORGE E.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *BICULTURALISM; *BILINGUAL EDUCATION; COMMUNITY SUPPORT; ELEMENTARY EDUCATION; *ESKIMOS; LANGUAGE INSTRUCTION; LANGUAGE SKILLS; PROGRAM ATTITUDES; *PROGRAM EVALUATION; READING SKILLS; STUDENT EVALUATION

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 24P.

THE ANEB BILINGUAL/BICULTURAL PROGRAMS WERE IN OPERATION IN EIGHT RURAL COMMUNITIES IN ALASKA IN 1973-74. THIS EVALUATION IS BASED ON THE RESULTS OF INTERVIEWS WITH MEMBERS OF THE COMMUNITY, STAFF, AND STUDENT BODY. THE INFORMATION COLLECTED WAS IN FOUR AREAS: (1) FALL 1973 STUDENT PRETEST INFORMATION; (2) SPRING 1974 STUDENT POSTTEST INFORMATION; (3) WINTER-SPRING 1974 COMMUNITY REACTIONS; (4) SPRING 1974 STAFF REACTIONS. THE QUESTIONS PRESENTED TO THE STUDENTS TESTED THEIR KNOWLEDGE OF PRESENT AND PAST NATIVE CULTURES. THE RESULTS DEMONSTRATED A MARKED INCREASE IN KNOWLEDGE OF HISTORICAL CULTURE DUE TO THE INSTRUCTION OF THE BILINGUAL/BICULTURAL PROGRAMS; THEIR KNOWLEDGE OF THE PRESENT NATIVE CULTURE WAS ALREADY HIGH. IN REGARD TO READING AND SPEAKING SKILLS IN NATIVE LANGUAGES, 68 PERCENT OF THE CHILDREN WERE ABLE TO READ SOME OF THE NATIVE LANGUAGE MATERIALS BY SPRING 1974, BUT THERE IS STILL ROOM FOR MOVEMENT TOWARD EQUAL NATIVE/ENGLISH-SPEAKING ABILITY. VIRTUALLY ALL OF THE STUDENTS INVOLVED WERE ENTHUSIASTIC ABOUT THE PROGRAMS. IN ADDITION, WIDE COMMUNITY SUPPORT OF THE PROGRAMS WAS SHOWN FROM A RANDOM SAMPLING OF MEMBERS OF THE COMMUNITY. FINALLY, 14 OF 16 STAFF MEMBERS QUESTIONED WANTED THE PROGRAM TO CONTINUE. (LG)

ACCESSION NUMBER: ED094896

PUBLICATION DATE: AUG 74

TITLE: SAN JUAN SCHOOL EVALUATION. RESEARCH AND EVALUATION REPORT SERIES NO. 27.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT: *CURRICULUM EVALUATION; EDUCATIONAL ADMINISTRATION; EDUCATIONAL FACILITIES; *EDUCATIONAL PHILOSOPHY: *INSTRUCTIONAL PROGRAMS; PARENT ATTITUDES; *PROGRAM EVALUATION; SELF EVALUATION; TESTING

IDENTIFIER: NEW MEXICO; *SAN JUAN SCHOOL

DESCRIPTIVE NOTE: 88P.

THE SAN JUAN SCHOOL (ESPANOLA, NEW MEXICO) WAS EVALUATED BY A TEAM FROM THE BUREAU OF INDIAN AFFAIRS' CENTRAL OFFICE STAFF IN ALBUQUERQUE. TEAM MEMBERS ASSISTED THE DIVISION OF PROGRAM REVIEW AS REPRESENTATIVES FROM OTHER DIVISIONS, USING THE EXPERTISE IN THEIR RESPECTIVE FIELDS. THE METHODOLOGY AND TECHNIQUES, WHICH WERE LEFT TO THE EVALUATOR'S DISCRETION, INCLUDED QUESTIONNAIRES, OBSERVATIONS DURING SCHOOL VISITS, INTERVIEWS, AND PARENT OPINIONNNAIRE. PROGRAM INFORMATION CATEGORIES SELECTED FOR REVIEW AND EVALUATION WERE PRESENTED AND DISCUSSED WITH THE SAN JUAN PUEBLO SCHOOL STAFF AND SCHOOL BOARD IN SEPARATE MEETINGS. DESIGNATED CATEGORIES WERE: (1) SCHOOL PHILOSOPHY AND GOALS; (2) CURRICULUM; (3) INSTRUCTIONAL PROGRAM; (4) TESTING AND SELF-EVALUATION; (5) OUT-OF-CLASS ACTIVITIES; (6) ADMINISTRATION (SCHOOL, AGENCY, AND AREA); (7) SCHOOL FACILITIES AND PLANT; AND (8) COMMUNITY INVOLVEMENT. FOR THE REPORTS IN THIS PUBLICATION, EACH EVALUATOR COMPILED AND ANALYZED THE DATA, PRESENTING THE FINDINGS IN A SUMMARY FORM. SOME FINDINGS ARE: (1) 57 PERCENT OF THE RESPONDENTS (SCHOOL BOARD, PTA, TRIBAL OFFICIALS, AND PARENTS) FELT THE PRESENT PROGRAM GOALS AND OBJECTIVES WERE SATISFACTORY; (2) THERE WERE FEW PLANNED OR COMPETITIVE SPORTS AND RECREATION EVENTS DUE TO A LACK OF FACILITIES, EQUIPMENT, STAFF, AND MONEY; (3) FOOD SERVICES SUFFER FROM INSUFFICIENT STAFF; AND (4) 63 PERCENT OF THE PARENTS FELT THEIR CHILDREN WOULD BE READY FOR PUBLIC SCHOOL ON COMPLETING STUDY AT SAN JUAN DAY SCHOOL. (NQ)

ACCESSION NUMBER: ED094898

PUBLICATION DATE: 73

TITLE: INDIANS OF SASKATCHEWAN. A REPORT BY THE FEDERATION OF SASKATCHEWAN INDIANS. VOLUME III.

PERSONAL AUTHOR: SIKAND, JACK, COMP.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; BEHAVIOR PATTERNS; COMMUNITY ATTITUDES; DROPOUTS; *EDUCATIONAL IMPROVEMENT; *EDUCATIONAL POLICY; FEDERAL PROGRAMS; *PROGRAM EVALUATION; RESERVATIONS (INDIAN); RESOURCES; *STUDENT NEEDS; TRIBES; VALUES

IDENTIFIER: CANADA; *SASKATCHEWAN INDIANS

DESCRIPTIVE NOTE: 322P.; FOR RELATED DOCUMENTS, SEE ED 087 600 AND 601

THE STUDY WAS UNDERTAKEN BY THE EDUCATIONAL TASK FORCE ESTABLISHED BY THE SASKATCHEWAN CHIEFS' CONFERENCE, MARCH 1970. THE INDIANS, REPRESENTING 67 BANDS, EXPRESSED THEIR CONCERN ABOUT THE APATHY OF INDIAN CHILDREN TO SCHOOL PROGRAMS, DROPOUTS, AND THE NEAR ABSENCE OF INDIAN STUDENTS IN UNIVERSITIES. ANOTHER CONCERN WAS THAT OF THE CANADIAN GOVERNMENT RESTRUCTURING THE EDUCATIONAL SYSTEM WHICH WOULD CAUSE THE INDIANS TO LOSE THE CONTROL THEY HAD OF THE SCHOOLS. THIS THIRD VOLUME COVERS FOUR OF NINE RESEARCH AREAS: (1) DROPOUTS, (2) STUDENT PERFORMANCE INDICATORS, (3) INSTRUCTIONAL RESOURCES AVAILABLE FOR THE EDUCATION OF INDIAN STUDENTS IN SASKATCHEWAN, AND (4) VALUES AND ATTITUDES. PART 1 DESCRIBES DROPOUT CHARACTERISTICS, FINDING THAT RESPONDENTS DO NOT DROP OUT BECAUSE OF DISCRIMINATION, LONELINESS, OR COMMUNICATION PROBLEMS, ALTHOUGH THESE EXIST; RATHER, A DIRECT DISLIKE FOR SCHOOL WAS THE MOST COMMON REASON FOR WITHDRAWAL. IN PART 2, THE QUALITY OF THE EDUCATIONAL PROGRAM ACTUALLY DELIVERED TO INDIAN STUDENTS WAS ANALYZED. PART 3 DETERMINED WHETHER FEDERAL SCHOOLS AND JOINT SCHOOLS CAN BE DIFFERENTIATED WITH RESPECT TO THE CONTEXT OF INSTRUCTION, GENERALLY CONCLUDING THAT THESE SCHOOLS ARE COMPARABLE FOR AVAILABLE PROFESSIONAL AND PHYSICAL RESOURCES. PART 4 ATTEMPTS TO DEFINE AND EVALUATE THE PURPOSES OF INDIAN EDUCATION IN SASKATCHEWAN, DELINEATING THE GOALS OF EDUCATION AS INDIAN PEOPLE PERCEIVE THEM AND EVALUATING THE INDIAN EDUCATION SYSTEM FOR THE IMPLICIT AND EXPLICIT GOALS OF THE INDIAN PEOPLE. (KM)

AVAILABILITY: FEDERATION OF SASKATCHEWAN INDIANS, 1402 QUEBEC AVENUE, SASKATOON, SASKATCHEWAN 57K1V4 ($1.50)

DOCUMENTS NOT AVAILABLE FROM EDRS

64

ACCESSION NUMBER: ED094899

PUBLICATION DATE: JUL 74

TITLE: ASSISTANCE TO INDIANS ENROLLED IN PUBLIC SCHOOLS. JOHNSON-O'MALLEY REGULATIONS. A PROGRESS REPORT. RESEARCH AND EVALUATION REPORT SERIES NO. 15-A.

DESCRIPTOR: ADMINISTRATIVE CHANGE; *AMERICAN INDIANS; *CHANGE STRATEGIES; COMMUNITY INVOLVEMENT; *EDUCATIONAL DEVELOPMENT; *FEDERAL LEGISLATION; FINANCIAL SUPPORT; GUIDES; HISTORY; LOCUS OF CONTROL; PROGRAM PROPOSALS; *PUBLIC SCHOOLS; REPORTS; RESERVATIONS (INDIAN)

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; *JOHNSON O MALLEY ACT

DESCRIPTIVE NOTE: 90P.

THE ASSISTANCE PROGRAM TO AMERICAN INDIANS ENROLLED IN PUBLIC SCHOOLS, KNOWN AS THE JOHNSON-O'MALLEY (JOM) PROGRAM, HAS DRAWN INCREASING ATTENTION IN RECENT YEARS FOR INDIAN PEOPLE, THE GENERAL PUBLIC, AND THE BUREAU OF INDIAN AFFAIRS (BIA). THIS HAS RESULTED IN THE NEED FOR CHANGES IN THE BIA MANUAL AND THE CODE OF FEDERAL REGULATIONS (CFR) MATERIAL DEALING WITH THESE PROGRAMS AND FUNDS. BEGINNING WITH THE PASSAGE OF THE JOM ACT IN 1934, THIS DOCUMENT EXPLAINS THE ORIGINAL ACT AND ITS REVISIONS, INCLUDING ITS INITIAL INTENT. UP TO THE FY 1975 APPROPRIATION, THE POSITION OF THE ADMINISTRATION AND CONGRESS HAS BEEN THAT THE JOM PROGRAM IS INTENDED FOR PUBLIC SCHOOL INDIAN CHILDREN WHO LIVE ON OR NEAR RESERVATIONS. THERE HAS BEEN, THOUGH, CONSIDERABLE EXPRESSION OF A DESIRE TO EXPAND THE PROGRAM BEYOND THE PRESENT ELIGIBILITY RESTRICTIONS AND TO INCLUDE INDIAN CHILDREN WHEREVER THEY MAY LIVE, SO LONG AS THEY ARE FROM A FEDERALLY RECOGNIZED TRIBE. THE BIA HAS INSTIGATED ASSESSMENTS AND AUDITS AIMED AT IMPROVING THE JOM PROGRAM AND IS NOW WORKING TO CHANGE THE CFR SO THAT IT BETTER REFLECTS THE MANY CHANGES THAT HAVE BEEN AND MAY BE MADE RELATIVE TO THE PROGRAM. THE REPORT INCLUDES MANY OF THE VARIOUS MEMOS, DRAFTS, PROPOSED BUDGETS AND LEGISLATION, AND REACTIONS TO PROPOSED REGULATION CHANGES. THESE COVER SPECIAL EDUCATION PROGRAMS, AUTHORITY AND DEFINITIONS, CONTRACT ELIGIBILITY, COMMUNITY PARTICIPATION, AND GENERAL CONTRACT REQUIREMENTS. (KM)

ACCESSION NUMBER: ED094901

PUBLICATION DATE: JUN 71

TITLE: A STUDY OF NATIVE YOUTH IN EDMONTON, JUNE 1971.

PERSONAL AUTHOR: SIPERKO, GLORIA M. BURIMA

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; COMMUNITY RESOURCES; COMMUNITY SURVEYS; DEMOGRAPHY; EDUCATIONAL BACKGROUND; EMPLOYMENT PATTERNS; *INDIVIDUAL NEEDS; *MIGRANT YOUTH; POPULATION TRENDS; SOCIAL CHARACTERISTICS; *URBAN YOUTH; *YOUTH AGENCIES

IDENTIFIER: ALBERTA; CANADA; *EDMONTON

DESCRIPTIVE NOTE: 342P.; ACTUAL PAGE COUNT 366; SOME TABLES ARE NOT REPRODUCIBLE. FOR RELATED DOCUMENT, SEE ED 091 130

DURING THE LAST QUARTER OF 1969, THE NATIVE YOUTH ADVISORY COMMITTEE (ALBERTA DEPARTMENT OF CULTURE, YOUTH, AND RECREATION) PLANNED A RESEARCH PROJECT WHICH WOULD IDENTIFY THE NEEDS OF NATIVE YOUTHS IN THE CITY OF EDMONTON AND ASCERTAIN THE EXTENT TO WHICH THESE NEEDS, IN THE YOUTHS' OPINIONS, ARE BEING MET BY CITY AGENCIES. PHASE 1 OF THE STUDY EXPLORED THE NUMBER AND DISTRIBUTION OF NATIVE YOUTHS IN EDMONTON (BOTH TRANSIENT AND RESIDENT), ESTIMATING THAT THERE WERE 2,000 DURING MAY 1970. PHASE 2, COVERED IN THIS REPORT, DETERMINES: (1) NEEDS OF NATIVE YOUTHS; (2) THE AVAILABILITY AND ADEQUACY OF RESOURCES TO MEET THESE NEEDS; AND (3) ACTIONS THAT MAY BE TAKEN WHERE THESE RESOURCES ARE NONEXISTENT OR INADEQUATE. ADDITIONALLY, FOUR GROUPS OF OBJECTIVES WERE OUTLINED TO CORRESPOND WITH INTEREST AREAS: (1) AGENCY INFORMATION--PERCEIVED GENERAL RESOURCES AND NEEDS; (2) EDUCATION INFORMATION--PERCEIVED EDUCATIONAL RESOURCES AND DEMOGRAPHIC INFORMATION; (3) SOCIAL INFORMATION--GENERAL ATTITUDES, VALUES, AND PERSONALITY FACTORS; AND (4) EMPLOYMENT INFORMATION--DEMOGRAPHIC INFORMATION. FINDINGS WERE GIVEN FOR NEEDS, CORRESPONDENCE BETWEEN NATIVE AND NON-NATIVE NEEDS, AND ADEQUACY OF RESOURCES, WHICH IN TURN WERE ANALYZED FOR AGENCY, EDUCATION, EMPLOYMENT, AND SOCIAL INFORMATION. VERY BROADLY, THE STUDY SUGGESTED THAT THERE ARE NATIVE YOUTH CHARACTERISTICS AND NEEDS SPECIFIC TO THEM; HOWEVER, THE RESOURCES PRESENT TO MEET THEM ARE AS INADEQUATE FOR THE TOTAL YOUTH POPULATION AS THEY ARE FOR THE NATIVE POPULATION. (KM)

AVAILABILITY: ALBERTA DEPARTMENT OF CULTURE, YOUTH, AND RECREATION, PLANNING AND DEVELOPMENT, 10004 - 104TH AVENUE, EDMONTON, ALBERTA, CANADA T5J 0K5 ($4.50)

ACCESSION NUMBER: ED094902

PUBLICATION DATE: JUL 74

TITLE: EL CINCO DE MAYO. THE FIFTH OF MAY.

PERSONAL AUTHOR: LIZCANO, JEANNETTE; GARZA, LAURA LETICIA

DESCRIPTOR: ACTIVITIES; AMERICAN INDIANS; *BILINGUAL EDUCATION; *CULTURAL BACKGROUND; *CULTURAL EVENTS; HISTORY; *MEXICAN AMERICANS; MEXICANS; POLITICAL ISSUES; REVOLUTION; *SOCIAL STUDIES UNITS; SPANISH CULTURE

IDENTIFIER: CRYSTAL CITY; *EL CINCO DE MAYO; EMERGENCY SCHOOL ASSISTANCE PROGRAM; TEXAS

DESCRIPTIVE NOTE: 16P.; IN SPANISH AND ENGLISH

"EL CINCO DE MAYO", A COMMEMORATION OF WHEN MEXICAN TROOPS DEFEATED FRENCH INVADERS, IS THE TOPIC OF THIS UNIT DEVELOPED FOR THE BILINGUAL/MULTICULTURAL EDUCATION PROGRAM OF THE CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT (CRYSTAL CITY, TEXAS). AS UNIT OBJECTIVES, THE STUDENTS ARE TO DEMONSTRATE THEIR COMPREHENSION OF THE SIGNIFICANCE OF "EL CINCO DE MAYO" BY (1) ANSWERING CORRECTLY 8 OF THE 10 TEST QUESTIONS AND (2) PARTICIPATING IN ORAL DISCUSSIONS UTILIZING FOUR STUDY QUESTIONS. THE STUDY QUESTIONS ARE: (1) WHY DO WE CELEBRATE "EL CINCO DE MAYO"? (2) WHAT KIND OF CELEBRATION IS HELD IN CRYSTAL CITY FOR "EL CINCO DE MAYO"? (3) WHO WAS BENITO JUAREZ? WHY DO WE HAVE A STATUE OF HIM BY THE CITY HALL? AND (4) IN WHAT WAY CAN THE STRUGGLE OF THE MEXICAN PEOPLE AGAINST THE FRENCH BE COMPARED TO THE CHICANO MOVEMENT? THE UNIT'S NARRATIVE SECTION CONSISTS OF BOTH AN ENGLISH AND A SPANISH VERSION. THE 10 TEST QUESTIONS ARE ALSO INCLUDED. (NQ)

ACCESSION NUMBER: ED094905

PUBLICATION DATE: AUG 74

TITLE: CONTROL OF INDIAN EDUCATION IN BIA SCHOOLS. A PROGRESS REPORT. RESEARCH AND EVALUATION REPORT SERIES NO. 29.01.

DESCRIPTOR: ACTIVITIES: *AMERICAN INDIANS: *COMMUNITY CONTROL: DAY SCHOOLS: EDUCATIONAL RESPONSIBILITY: *FEDERAL PROGRAMS: *PROGRAM EVALUATION: *SCHOOL ADMINISTRATION: SCHOOL COMMUNITY RELATIONSHIP: SELF DIRECTED GROUPS: TRANSITIONAL SCHOOLS: TRIBES

IDENTIFIER: ALASKA: BIA: *BUREAU OF INDIAN AFFAIRS: DEPARTMENT OF THE INTERIOR

DESCRIPTIVE NOTE: 52P.; FOR RELATED DOCUMENT, SEE RC 008 041

IN SPRING 1974, THE BUREAU OF INDIAN AFFAIRS (BIA) EMBARKED ON A SPECIFIC PROJECT RELATED TO INDIAN CONTROL OF SCHOOLS. THE OBJECTIVE WAS TO HAVE, BY THE END OF FY 75, AT LEAST 1/4 (50) OF THE BUREAU SCHOOLS OPERATING UNDER A MANAGEMENT SYSTEM CHOSEN BY THOSE SERVED BY THE SCHOOLS. THIS REPORT REFLECTS PROGRESS ON THE PROJECT, COVERING JUNE, JULY, AND, IN SOME INSTANCES, AUGUST 1974. BIA EDUCATION PERSONNEL STARTED WORKING WITH INDIAN TRIBES RELATIVE TO ASSUMING CONTROL OF SCHOOLS AT LEAST FIVE YEARS AGO, ALSO DEVELOPING ONGOING ACTIVITIES DIRECTEDLY RELATED TO THE PROJECT OBJECTIVE WHICH HAVE A SIMILAR BUT DIFFERENT CONCEPTUAL BASE. CONSIDERING OPTIONS, THIS FIRST PROGRESS REPORT REFLECTS A PERIOD OF ADJUSTMENT TO THESE ONGOING ACTIVITIES. FOR FY 75, 78 SCHOOLS WILL BE INCLUDED IN THE PROJECT, 50 OF WHICH ARE ALASKAN DAY SCHOOLS. A REVIEW OF EXISTING CONTRACT SCHOOLS REVEALED THAT SELDOM DOES A TRIBE TAKE OVER COMPLETE CONTROL OF A SCHOOL, ESPECIALLY IF IT IS A FEDERAL SCHOOL. MOST SCHOOLS ARE A COMBINATION OF THE OPTIONS (A TRIBE MAY CHOOSE TO CONTINUE A FEDERAL OPERATION, TAKE OVER VIA A CONTRACT, OPERATE UNDER PUBLIC ARRANGEMENTS, OR DO A COMBINATION OF THESE). HOWEVER, TRIBAL CONTROL, EVEN FOR COMBINATION OR COOPERATIVE SCHOOLS, DOES TAKE PLACE. APPENDIX A GIVES PRESIDENTIAL/SECRETARIAL OBJECTIVES FOR INDIAN CONTROL OF SCHOOLS; APPENDIX B GIVES AN EXAMPLE OF THE OPERATING PLAN DEVELOPED BY EACH BIA AREA OFFICE. (KM)

ACCESSION NUMBER: ED094906

PUBLICATION DATE: MAY 74

TITLE: CONTROL OF INDIAN EDUCATION IN BIA SCHOOLS. PRESIDENTIAL/SECRETARIAL OBJECTIVES FOR SECRETARIAL OPERATIONAL PLANNING SYSTEM.

DESCRIPTOR: *ADMINISTRATIVE AGENCIES; *AMERICAN INDIANS; CHIEF ADMINISTRATORS; *COMMUNITY CONTROL; DATA COLLECTION; EDUCATIONAL OBJECTIVES; *FEDERAL GOVERNMENT; FEDERAL PROGRAMS; GOVERNMENT ROLE; GUIDELINES; *MANAGEMENT BY OBJECTIVES; RECORDS (FORMS)

IDENTIFIER: ALASKA; BIA; *BUREAU OF INDIAN AFFAIRS; DEPARTMENT OF THE INTERIOR

DESCRIPTIVE NOTE: 30P.; FOR RELATED DOCUMENT, SEE RC 008 040

IN SPRING 1974, THE BUREAU OF INDIAN AFFAIRS (BIA) EMBARKED ON A SPECIFIC PROJECT RELATED TO INDIAN CONTROL OF SCHOOLS. THE OBJECTIVE WAS TO HAVE, BY THE END OF FY 75, AT LEAST 1/4 (50) OF THE BUREAU SCHOOLS OPERATING UNDER A MANAGEMENT SYSTEM CHOSEN BY THOSE SERVED BY THE SCHOOLS. RELEVANT TO THIS, THE INTERIOR DEPARTMENT IMPLEMENTED THE SECRETARIAL OPERATIONAL PLANNING SYSTEM (OPS) TO ACHIEVE ACCOUNTABILITY THROUGH MANAGEMENT OBJECTIVES. THE POINT OF DEPARTURE FOR SUCH A SYSTEM IS TO DEVELOP GUIDANCE AND GOALS FOR EMPLOYEES TO ACHIEVE. THE OBJECTIVE GIVEN HERE IS ONE THAT HAS BEEN PROVIDED TO THE DEPARTMENT AND ACCEPTED AS A SECRETARIAL OBJECTIVE FOR BIA EDUCATION ACTIVITY FOR FY 75. IN TIME, IT IS POSSIBLE THAT SECRETARIAL OBJECTIVES WILL BE ADOPTED AS PRESIDENTIAL OBJECTIVES. THE OPS STATEMENT COVERS THE APPROACH TO BE USED; A PROCESS APPROACH WHICH WILL PROVIDE RELIABLE INFORMATION TO INDIAN DECISION MAKERS; DESCRIPTIONS AND EXPLANATIONS OF THE EIGHT PROJECT TASKS; PROJECT RESPONSIBILITIES; THE PROGRAM THRUST; THE SELECTION OF SCHOOLS BY BIA AREA OFFICES; THE REPORTING PROCESS AND FORMS FOR THE AREA OPERATIONAL PLAN; AND EXPLANATIONS AND COPIES OF THE AREA/AGENCY MONTHLY REPORT AND TRIBAL DECISION REPORT FORMS. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 094905

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094907

PUBLICATION DATE: 6 FEB 74

TITLE: KNOWLEDGEABLES' OPINIONS OF CHANGES IN AGRICULTURE AND BUSINESS IN TWENTY-SIX COUNTIES, 1960-1972, S-79 REGIONAL RESEARCH PROJECT.

PERSONAL AUTHOR: STEELMAN, VIRGINIA PURTLE

DESCRIPTOR: *AGRICULTURE; AMERICAN INDIANS; *ANGLO AMERICANS; BUSINESS; COMMUNITY SURVEYS; EMPLOYMENT OPPORTUNITIES; INCOME; INDUSTRY; *NEGROES; OPINIONS; *RURAL POPULATION; *SOUTHERN ATTITUDES; TABLES (DATA); YOUTH OPPORTUNITIES

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE RURAL SOCIOLOGY SECTION OF THE ANNUAL MEETING OF THE AGRICULTURAL SCIENTISTS (MEMPHIS, TENNESSEE, FEBRUARY 1974)

THE PAPER EXAMINED THE OPINIONS OF BLACK AND WHITE KNOWLEDGEABLES IN 26 COUNTIES OF ALABAMA, KENTUCKY, LOUISIANA, MISSISSIPPI, SOUTH CAROLINA, AND TENNESSEE PERTAINING TO CHANGES IN AGRICULTURE AND BUSINESS FROM 1960 TO 1972. RESPONDENTS WERE QUESTIONED ABOUT CHANGES IN BUSINESS, INDUSTRY, EMPLOYMENT OPPORTUNITIES, REAL INCOME, LOCAL BUSINESSMEN'S STATUS, WAGE EARNERS' STATUS, YOUTH OPPORTUNITIES, AND ECONOMIC PROSPECTS FOR THE NEXT 10 YEARS. THE RESULTS INDICATED THAT THE MAJORITY OF THE KNOWLEDGEABLES IN THE 26 STUDY AREAS BELIEVED THE BUSINESS AND INDUSTRY SITUATION IN THEIR RESPECTIVE COUNTIES HAD IMPROVED IN THE LAST 10 YEARS AND THIS TREND WOULD CONTINUE IN SPITE OF A LESS THAN OPTIMISTIC VIEW ABOUT EXISTING YOUTH OPPORTUNITIES. TABULAR DATA IS GIVEN FOR EACH COUNTY. (NQ)

ACCESSION NUMBER: ED094912

TITLE: ENVIRONMENTAL EDUCATION. TEACHER'S HANDBOOK, GRADE 5.

DESCRIPTOR: AMERICAN INDIANS; CONSERVATION EDUCATION; ECOLOGY; ENRICHMENT ACTIVITIES; *ENVIRONMENTAL EDUCATION; *GRADE 5; NATURAL RESOURCES; *OUTDOOR EDUCATION; POLLUTION; RESOURCE MATERIALS; *SCIENCE UNITS; *TEACHING GUIDES

DESCRIPTIVE NOTE: 153P.

PREPARED FOR USE IN THE 5TH GRADE, THIS TEACHER'S HANDBOOK CONSISTS OF 19 SCIENCE UNITS DEALING WITH ENVIRONMENTAL EDUCATION. TOPICS ARE ECOLOGY, LANGUAGE ARTS, ROCKS AND FOSSILS, SOIL, NOISE POLLUTION, NASHVILLE PIONEERS AND AMERICAN INDIANS, CONSERVATION, WASTE AND LITTER, WATER POLLUTION, COMPASS AND MAPPING, PLANTS AND TREES, USE OF THE SENSES, ANIMAL HOMES, AIR POLLUTION, ARTS AND CRAFTS, INSECTS, MATHEMATICS OUTDOORS, PLOT STUDY, THE TOTAL ENVIRONMENT OF AN AREA, AND ENERGY. UNIT OBJECTIVES, TIME LENGTH, CONCEPTS, VOCABULARY, ACTIVITIES, AND A LIST OF RESOURCE MATERIALS ARE GIVEN FOR EACH. (NQ)

ACCESSION NUMBER: ED094915

PUBLICATION DATE: 6 FEB 74

TITLE: CHANGES IN EDUCATION, HEALTH AND WELFARE AS PERCEIVED BY COUNTY KNOWLEDGEABLES.

PERSONAL AUTHOR: COLEMAN, A. LEE

DESCRIPTOR: *ADULT LEADERS; AMERICAN INDIANS; CAUCASIANS; COMMUNITY DEVELOPMENT; EDUCATIONAL QUALITY; HUMAN SERVICES; MAJORITY ATTITUDES; NEGROES; *PERCEPTION; *RURAL AREAS; SCHOOL INTEGRATION; *SOUTHERN ATTITUDES; *TABLES (DATA)

DESCRIPTIVE NOTE: 11P.; PAPER PRESENTED AT THE RURAL SOCIOLOGY SECTION OF SOUTHERN ASSOCIATION OF AGRICULTURAL SCIENTISTS MEETING, MEMPHIS, TENNESSEE, FEBRUARY 3-6, 1974

THE SUMMARY IS BASED ON 8 TABLES, AND ON THE COMPARISON OF THESE DATA WITH ASSESSMENTS OF THE CHANGE IN THE GENERAL QUALITY OF LIFE. DATA HAVE BEEN AGGREGATED FOR THE PERCENTAGE OF KNOWLEDGEABLE RESPONDENTS IN EACH COUNTY GIVING A CERTAIN ANSWER. THESE ARE PRESENTED IN THE FORM OF THE RANGE AND THE MEDIAN OF THE COUNTY PERCENTAGES IN EACH OF THE 6 STATES (ALABAMA, KENTUCKY, LOUISIANA, MISSISSIPPI, SOUTH CAROLINA, AND TENNESSEE) AND FOR GROUPINGS OF STATES. MEASURES ARE SHOWN SEPARATELY FOR WHITE, MINORITY, AND TOTAL KNOWLEDGEABLE RESPONDENTS, AND FOR UPPER SOUTH, DEEP SOUTH, AND INDIVIDUAL STATES. FINDINGS INDICATE THAT THESE OBSERVERS, WHO ARE BOTH KNOWLEDGEABLE ABOUT THE INSTITUTIONAL SERVICES IN THEIR COUNTIES AND ALSO IN CONSIDERABLE DEGREE RESPONSIBLE FOR THEM, FEEL THAT THINGS HAVE BEEN GOING IN THE RIGHT DIRECTION IN THE LAST DECADE SO FAR AS EDUCATION, WELFARE, AND HEALTH ARE CONCERNED. THE MAJOR EXCEPTION ARE WHITE KNOWLEDGEABLES IN THE DEEP SOUTH, MANY OF WHOM FEEL THAT THE PUBLIC SCHOOLS HAVE BEEN GETTING WORSE OR ONLY HOLDING THEIR OWN, WHICH IS UNDOUBTEDLY RELATED TO DESEGREGATION. (KM)

ACCESSION NUMBER: ED094916

PUBLICATION DATE: 26 AUG 74

TITLE: MEETING THE SOCIAL AND LEGAL NEEDS OF URBAN INDIANS: AN EXPERIMENTAL PROGRAM.

PERSONAL AUTHOR: HALVERSON, LOWELL K.; GARROW, TOM

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; BUREAUCRACY; COURT LITIGATION; CULTURAL ISOLATION; *HUMAN SERVICES; *LEGAL AID PROJECTS; MORALE; *NONPROFESSIONAL PERSONNEL; PROBLEM SOLVING; PUBLIC RELATIONS; SELF DIRECTED GROUPS; SOCIAL WORKERS; *URBAN CULTURE

IDENTIFIER: *INDIAN PARAPPOFESSIONAL SERVICES; IPS; SEATTLE; WASHINGTON

DESCRIPTIVE NOTE: 10P.; PAPER PRESENTED AT JOINT SESSION OF THE AMERICAN SOCIOLOGICAL ASSOCIATION AND THE RURAL SOCIOLOGICAL SOCIETY (MONTREAL, CANADA, AUGUST 26, 1974)

APPROXIMATELY 40 PERCENT OF AMERICA'S INDIANS LIVE IN URBAN ENVIRONMENTS; OF THESE, ABOUT 12,000 LIVE IN SEATTLE, WASHINGTON. WITH NO REPRESENTATION IN LOCAL GOVERNMENT, AND LACKING THE POWER AND CULTURAL SOPHISTICATION TO MAKE THE POLITICAL PROCESS WORK FOR THEM, MANY INDIAN EMIGRES HAVE DEVELOPED AN ALMOST INSTITUTIONALIZED DISTRUST OF AND CONCOMMITANT FAILURE TO UTILIZE THE POLITICAL PROCESS, WHICH COMPOUNDED THEIR ALIENATION FROM URBAN SOCIETY. THE INDIAN PARAPROFESSIONAL SERVICES PROGRAM (IPS) WAS INITIATED IN 1972 TO INTERRUPT THIS CYCLE. THE FIRST OF ITS KIND IN THE NATION, THE PROGRAM TRAINED INDIAN "OMBUDSMEN" TO ACT AS BUFFERS BETWEEN URBAN INDIANS AND THE ALIEN CITY ENVIRONMENT. THE ROLE OF THE 5 PARAPROFESSIONALS, MOSTLY FROM WASHINGTON TRIBES, WAS TO ASSIST INDIANS CAUGHT IN CRIMINAL AND CIVIL LEGAL PROCESSES AND BUREAUCRATIC COMPLICATIONS. THE 3 MONTH TRAINING PROGRAM EMPHASIZED BODIES OF LAW AND SOCIOLOGY PERTINENT TO INDIAN CLIENTS, COVERING SUCH THINGS AS CONSUMER LAW, WELFARE RIGHTS, CRIMINAL LAW, HOUSING RIGHTS, AND COUNSELLING SKILLS. BECAUSE OF INCREASING CASE LOADS AND FEE GENERATING CASES, LAWYERS WHO HAD INDICATED INTEREST IN INDIAN CAUSES WERE INVITED TO JOIN THE PANEL. A SUCCESSFUL PROGRAM, THE MOST PROFOUND EFFECT OF IPS WAS UPON THE ATTITUDE OF URBAN NATIVES TOWARD THE LEGAL PROCESS ITSELF, SHOWING THAT A DISPOSSESSED MINORITY CAN, FROM AMONG ITS OWN LEADERSHIP, EASE ITS PEOPLE INTO THEIR NEW URBAN LIFE STYLE WHILE WORKING WITHIN THE ESTABLISHED ORDER. (KM)

ACCESSION NUMBER: ED094917

PUBLICATION DATE: MAY 74

TITLE: THE COLLECTED PAPERS OF THE NORTHERN CROSS-CULTURAL EDUCATION SYMPOSIUM (UNIVERSITY OF ALASKA, FAIRBANKS, NOVEMBER 7, 8, 9, 1973).

PERSONAL AUTHOR: BERRY, FRANKLIN, ED.

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE PROGRAMS; *COMMUNICATION (THOUGHT TRANSFER); *CONFERENCE REPORTS; *CROSS CULTURAL STUDIES; CULTURAL BACKGROUND; *ESKIMOS; FEDERAL PROGRAMS; INTERNATIONAL EDUCATION; PRIVATE AGENCIES; SPECIAL PROGRAMS; SYMPOSIA

IDENTIFIER: ALASKA; CANADA; *NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM

DESCRIPTIVE NOTE: 285P.; FOR RELATED DOCUMENTS, SEE RC008076-087

THE NORTHERN CROSS-CULTURAL EDUCATION SYMPOSIUM WAS HELD AT THE UNIVERSITY OF ALASKA ON NOVEMBER 7-9, 1973. IT WAS SPONSORED BY THE ALASKA EDUCATIONAL PROGRAM FOR INTERCULTURAL COMMUNICATION (AEPIC) TO PROMOTE COOPERATION AND COMMUNICATION BETWEEN CANADIAN AND ALASKAN EDUCATORS. SPECIFIC OBJECTIVES WERE TO: (1) IDENTIFY AND SOLICIT THE PARTICIPATION OF PROMINENT EDUCATORS; (2) PRESENT EDUCATORS' WORKS DELINEATING BOTH NEEDS AND SOLUTION DESIGNS; (3) DETERMINE A HIERARCHY OF NEEDS AS IDENTIFIED BY THE PARTICIPANTS; (4) PRODUCE A COMPENDIUM OF SYMPOSIUM PAPERS FOR FIELD-BASED EDUCATORS; AND (5) PRODUCE A PAPER OF CONCEPTUAL, SOLUTION-DESIGN FOR CROSS CULTURAL EDUCATION IN THE FUTURE. FORMAL PRESENTATIONS WERE MADE BY 40 CONFERENCE PARTICIPANTS; 30 OF THESE WERE ASSEMBLED FOR THIS PUBLICATION. THE PAPERS ARE DIVIDED INTO 4 MAJOR GROUPS: SPECIAL TOPICS, UNIVERSITY PROJECTS, GOVERNMENT PROGRAMS, AND NON-GOVERNMENT PROGRAMS. THE APPENDICES LIST PARTICIPANTS, AND BRIEFLY EXPLAIN THEIR REACTIONS AND SUGGESTIONS. (KM)

ACCESSION NUMBER: ED094918

PUBLICATION DATE: MAY 74

TITLE: SPECIAL PROBLEMS OF READING COMPREHENSION IN THE EDUCATION OF ESKIMO AND INDIAN CHILDREN.

PERSONAL AUTHOR: GRIESE, ARNOLD A.

DESCRIPTOR: ABSTRACT REASONING; ACCULTURATION; *AMERICAN INDIANS; CHILDRENS LITERATURE; *CROSS CULTURAL STUDIES; CULTURAL FACTORS; ENVIRONMENTAL INFLUENCES; *ESKIMOS; MATERIAL DEVELOPMENT; *READING COMPREHENSION; RELEVANCE (EDUCATION); SELF CONCEPT; SPEECHES; *THOUGHT PROCESSES

IDENTIFIER: *ALASKA; NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM

DESCRIPTIVE NOTE: 13P.; FOR RELATED DOCUMENTS, SEE RC008075; RC008077-087. REVISED VERSION OF 1971 ARTICLE "FOCUSING ON STUDENTS OF DIFFERENT CULTURAL BACKGROUNDS: THE ESKIMO AND INDIAN PUPILS-SPECIAL PROBLEMS IN READING COMPREHENSION"

THE PAPER ENDEAVORS TO DELINEATE MORE CLEARLY THE SPECIAL READING COMPREHENSION PROBLEM OF THE ALASKAN ESKIMO AND INDIAN. READING COMPREHENSION IS ESSENTIALLY A COGNITIVE PROCESS -- THE ABILITY TO ENGAGE IN RIGOROUS ABSTRACT THINKING. A NUMBER OF FORMAL ANTHROPOLOGICAL REPORTS INDICATE THAT ALASKAN NATIVES, ESPECIALLY THE ESKIMO, ARE DEFICIENT IN THE ABILITY TO DO ABSTRACT THINKING. THE ANTHROPOLOGICAL PERSPECTIVE, HOWEVER, ALSO INDICATES THAT ALASKAN NATIVES WERE DIRECTED TOWARD CONCRETE PROBLEM SOLVING BEFORE ANY SIGNIFICANT ACCULTURATION TOOK PLACE. THEIR HARSH ENVIRONMENT ALLOWED NO LEISURE CLASS TO ARISE -- AN ESSENTIAL REQUIREMENT FOR THE EVOLUTION OF A WRITTEN LANGUAGE. UNDER SUCH CIRCUMSTANCES, A CULTURAL PATTERN EVOLVED WHICH FOCUSED ON LESS SOPHISTICATED ASPECTS OF THINKING AND MADE IT DIFFICULT FOR THE CHILD OF THAT CULTURE TO SUCCEED IN A WESTERN EDUCATIONAL SYSTEM WHICH EMPHASIZES THE INTERPRETATN OF LANGUAGE SYMBOLS, ESPECIALLY IN READING. THE PROBLEM IS ONE OF MOVING THE PUPIL WHO EXPERIENCES READING DIFFICULTY BECAUSE HIS MENTAL RESPONSES INVOLVE CONCRETE PROBLEM SITUATIONS, TO MAKING THESE RESPONSES WHEN CONFRONTED WITH MORE ABSTRACT SITUATIONS. TWO SUGGESTIONS ARE GIVEN TO OVERCOME THIS: (1) THE DEVELOPMENT OF CULTURALLY ORIENTED READING MATERIAL WHICH WOULD ALSO ENHANCE THE NATIVE STUDENT'S SELF-IMAGE; AND (2) THE USE OF INQUIRY WITH THE STORIES READ BY THE PUPIL OR READ TO HIM BY THE TEACHER, I.E., A FOLLOWUP PROCEDURE USING QUESTIONS, DISCUSSIONS, AND RELATED ACTIVITIES. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 094917

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094919

PUBLICATION DATE: MAY 74

TITLE: CURRENT ETHNOMUSICOLOGY IN ALASKA.

PERSONAL AUTHOR: JOHNSTON, THOMAS F.

DESCRIPTOR: *AMERICAN INDIANS; BEHAVIOR PATTERNS; *COMMUNICATION (THOUGHT TRANSFER); *CROSS CULTURAL STUDIES; CULTURAL BACKGROUND; DANCE; *ESKIMOS; *MUSIC; MUSICAL INSTRUMENTS; PSYCHOLOGICAL PATTERNS; ROLE PERCEPTION; SOCIOCULTURAL PATTERNS; SPEECHES; VOCAL MUSIC

IDENTIFIER: *ALASKA; ALEUTS; NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM

DESCRIPTIVE NOTE: 25P.; FOR RELATED DOCUMENTS, SEE RC008075-076; RC008078-087

THE SYSTEMATIC STUDY OF ESKIMO, INDIAN, AND ALEUT MUSICAL SOUND AND BEHAVIOR IN ALASKA, THOUGH CONCEDED TO BE AN IMPORTANT PART OF WHITE EFFORTS TO FOSTER UNDERSTANDING BETWEEN DIFFERENT CULTURAL GROUPS AND TO MAINTAIN THE NATIVE CULTURAL HERITAGE, HAS RECEIVED LITTLE ATTENTION FROM ALASKAN EDUCATORS. MOST EXISTING ETHNOMUSICAL STUDIES LACK ONE OR MORE ASPECTS ESSENTIAL TO THEIR VALIDITY. IN A CULTURE WHERE INSTRUMENT USE IS MINIMAL AND VOCAL MUSIC IS MAXIMAL, THE RELATIONSHIP OF SYLLABIC PATTERNS TO MUSICAL UNITS AND THE SOCIAL AND PSYCHOLOGICAL IMPLICATIONS OF MUSICAL ROLES (I.E., THE SEPARATE ROLES OF BOTH THE MUSICAL MATERIAL AND THE HUMAN PERFORMERS) ARE ESSENTIAL CONSIDERATIONS. ALASKAN NATIVE MUSIC COMMUNICATES A WORLD-VIEW, PARTICULARLY CONCERNING THE SEA/LAND POLARITY AND ITS SUPERNATURAL OVERTONES. IT PROVIDES ACCULTURATION WITH NATIVE GROUPS AND GROUP COHESIVENESS BY SONGS OF THE ARBITRARY NAMESAKE RELATION AND STORY-SONGS WHICH EMPHASIZE THE IMPORTANCE OF BELONGING. MANY SONGS FUNCTION TO MAINTAIN GROUP NORMS OF BEHAVIOR; OTHERS RELATE TO THE CHANGING SEASONS OF THE SOCIAL YEAR. MUSIC DEMONSTRATES THE DIVISION OF LABOR INASMUCH AS THE DANCES DIFFER FOR THE 2 SEXES. STILL POSSESSING MUCH CEREMONIAL SIGNIFICANCE, MUSIC ALSO DEMONSTRATES ASPECTS OF THE ECONOMIC SYSTEM AND SPIRIT WORLD RELATIONSHIPS. THE APPENDIX GIVES 6 EXAMPLES OF NATIVE SONGS, SUCH AS A POINT HOPE INHERITED DANCE-SONG OF THE SAYUUM CATEGORY -- "PEOPLE FEEL WARM INSIDE (THEMSELVES)". (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 094917

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094920

PUBLICATION DATE: MAY 74

TITLE: PREPARING TEACHERS FOR THE CROSS-CULTURAL CLASSROOM.

PERSONAL AUTHOR: KLEINFELD, JUDITH

DESCRIPTOR: *AMERICAN INDIANS; COMMUNICATION (THOUGHT TRANSFER); CONVENTIONAL INSTRUCTION; COURSE DESCRIPTIONS; *CROSS CULTURAL STUDIES; CULTURAL BACKGROUND; CURRICULUM GUIDES; EDUCATIONAL ANTHROPOLOGY; EDUCATIONAL OBJECTIVES; *ESKIMOS; *RELEVANCE (EDUCATION); SPEECHES; *TEACHER EDUCATION

IDENTIFIER: NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM

DESCRIPTIVE NOTE: 5P.; FOR RELATED DOCUMENTS, SEE RC008075-077; RC008079-087

THE PAPER DESCRIBES A COURSE TO PREPARE TEACHERS FOR THE CROSS CULTURAL CLASSROOM. THIS COURSE DIFFERS FROM TRADITIONAL ANTHROPOLOGY AND EDUCATION COURSES, FOCUSING ON FUNDAMENTAL LEARNING PRINCIPLES AND HOW THE APPLICATION OF THESE IN A CROSS CULTURAL CLASSROOM REQUIRES TAKING INTO ACCOUNT CULTURAL DIFFERENCES RELEVANT TO THE BACKGROUND AND EDUCATIONAL HISTORY OF THE PARTICULAR STUDENT GROUP. THE TEACHER WHO EMERGES FROM TRADITIONAL COURSES IS OFTEN SO CONCERNED WITH CULTURAL DIFFERENCES THAT HE PLACES INDIAN AND ESKIMO STUDENTS IN A SPECIAL CATEGORY WHERE THEY ARE EXEMPT FROM STANDARDS AND DEMANDS MADE ON OTHER STUDENTS. THE MORE PRODUCTIVE FOCUS IN CROSS CULTURAL TEACHER PREPARATION MAY BE TO REVERSE THE TRADITION AND, RATHER THAN ADAPTING EDUCATIONAL METHODS TO CULTURAL DIFFERENCES, INSTEAD TO DETERMINE THE FUNDAMENTAL PRINCIPLES IMPORTANT IN ACCOMPLISHING A PARTICULAR EDUCATIONAL GOAL AND HOW THESE PRINCIPLES CAN BE EXPRESSED IN VIEW OF PARTICULAR DIFFERENCES. THE COURSE, WHICH REFLECTS THIS LATTER EMPHASIS, BEGINS WITH AN ANALYSIS OF REPRESENTATIVE TEACHING STYLES PRESENTED ON VIDEOTAPES. THE STUDENTS ANALYZED THE TAPED BEHAVIOR FOR NON-VERBAL COMMUNICATION STYLE, VERBAL COMMUNICATION, RELEVANCE OF LESSONS, AND UNINTENDED MESSAGES THAT THE TEACHER IS COMMUNICATING TO THE STUDENTS. FOLLOWING THESE ANALYSES, A CENTRAL EDUCATIONAL CONCEPT IS PRESENTED, ALONG WITH WAYS IT CAN BE ADAPTED TO DIFFERENT CROSS CULTURAL TEACHING SITUATIONS. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 094917

DOCUMENT S NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094921

PUBLICATION DATE: MAY 74

TITLE: THE STUDENT IN A BILINGUAL CLASSROOM.

PERSONAL AUTHOR: MACDIARMID, JIM

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; *CROSS CULTURAL STUDIES; CURRICULUM DEVELOPMENT; ENGLISH (SECOND LANGUAGE); *ESKIMOS; INTERCOMMUNICATION; *NATIVE SPEAKERS; NEEDS; PRIMARY GRADES; RELEVANCE (EDUCATION); SPEECHES; TEACHER EDUCATION; TEACHER WORKSHOPS

IDENTIFIER: NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM; YUPIK

DESCRIPTIVE NOTE: 8P.; FOR RELATED DOCUMENTS, SEE RC008075-078; RC008080-087

BOTH ALASKA AND THE CANADIAN NORTH ARE TAKING A SERIOUS LOOK AT BILINGUAL EDUCATION, ESPECIALLY IN THE PRIMARY GRADES. IN THE YUPIK BILINGUAL PROGRAM IN PRIMARY GRADES, CHILDREN RECEIVE BASIC INSTRUCTION IN YUPIK, WITH GRADUALLY INCREASING INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE (ESL). FOR INSTANCE, IN GRADE 1 STUDENTS RECEIVE ESL INSTRUCTION FOR A HALF-HOUR TWICE A DAY AND IN GRADE 2 IT IS INCREASED TO TWO 45 MINUTE PERIODS A DAY. MOST OF THE YUPIK TEACHERS IN THE PROGRAM HAVE HAD TRAINING IN BASIC LITERACY DURING THE SUMMER MONTHS. ADDITIONALLY, TO SUPPORT THESE TEACHERS IN THEIR PROGRAMMING, THE ESKIMO LANGUAGE WORKSHOP (CENTER FOR NORTHERN EDUCATION, UNIVERSITY OF ALASKA) IS CONTINUOUSLY DEVELOPING MATERIALS RELEVANT TO THE PRIMARY CURRICULUM. THE ONE AREA WHICH MAY REQUIRE SOME WORK IN THE YUPIK BILINGUAL PROGRAM IS TRAINING IN METHODOLOGY. SINCE ESL TEACHERS HAVE MANY NEEDS THAT ARE SIMILAR TO THESE OF THE YUPIK TEACHERS, THEY WERE INCLUDED IN WORKSHOPS HELD FOR YUPIK LANGUAGE TEACHERS. ALSO, IT IS VITAL FOR YUPIK AND ESL TEACHERS TO WORK AS A TEAM SO THAT THE ESL SECTION WILL NOT BE A SEPARATE ENTITY FROM THE REST OF THE CHILD'S PROGRAMMING. CERTAN FACETS FROM THE YUPIK LANGUAGE PART OF THE DAY CAN AND OFTEN SHOULD BE REFLECTED IN THE ESL PORTION. IT WAS NOTED THAT THE NEEDS OF MANY OF THE TEACHERS, BOTH YUPIK AND ESL, ARE IDENTICAL TO THE NEEDS OF TEACHERS IN THE NORTHWEST TERRITORIES (CANADA). THERE IS A GREAT DEAL TO BE LEARNED THROUGH COMMUNICATION BETWEEN TEACHERS IN THESE 2 AREAS. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 094917

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094922

PUBLICATION DATE: MAY 74

TITLE: PROFESSIONAL RESOURCE PERSONS AND THE NEW INTERCULTURALISTS.

PERSONAL AUTHOR: URION, CARL

DESCRIPTOR: ADMINISTRATOR ROLE; *AMERICAN INDIANS; *COMMUNITY CONSULTANTS; *COMMUNITY CONTROL; *CROSS CULTURAL STUDIES; CURRICULUM DEVELOPMENT; HUMAN RESOURCES; LOCAL ISSUES; PROFESSIONAL SERVICES; *PROGRAM DEVELOPMENT; SPEECHES; TECHNICAL ASSISTANCE

IDENTIFIER: CANADA; NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM

DESCRIPTIVE NOTE: 10P.; FOR RELATED DOCUMENTS, SEE RC008075-079; RC008081-087

DISCUSSING THE PROFESSIONAL EXPERT INVOLVED IN LOCAL PROJECTS, THE PAPER EXAMINED THE DILEMMA OF TRYING TO FIND THE PROPER PLACE FOR THIS RESOURCE PERSON IN THE MANY COMMUNITY-BASED, ACTION-ORIENTED CURRICULUM DEVELOPMENT PROJECTS BEING DEVELOPED FOR NATIVE PEOPLES. THE 3 BROAD CATEGORIES OF INVOLVEMENT ARE SOCIAL, ADMINISTRATIVE, AND TECHNICAL. THIS PAPER DISCUSSES THE TECHNICAL LEVEL OF INVOLVEMENT AND ITS IMPLICATIONS FOR ADMINISTRATION OF LOCAL PROJECTS. IN THIS DAY OF LOCAL CONTROL AND RELEVANT CURRICULUM, THE ONLY ROLE OF A PROFESSIONAL RESOURCE PERSON IS THAT OF TECHNICIAN. UNFORTUNATELY, THAT IS NOT THE ROLE HE HAS ASSUMED. IN LOCAL PROJECTS, THE PROFESSIONAL RESOURCE PERSON IS GIVEN THE JOB OF TRANSLATING THE DESIRES OF THE LOCALITY, AS EXPRESSED TO HIM, INTO A PROPOSAL FOR FUNDING. EVEN THOUGH THE RESOURCE PERSON MAY NOT NAME HIMSELF AS AN ADMINISTRATOR, THE IMPORTANCE ACCORDED THE PROFESSIONAL IS COMMENSURATE WITH HIS VISION OF HIS OWN CONTRIBUTION. BUT THE ROLE OF THE EXPERT AND/OR SPECIALIST IS CHANGING -- THE "NEW INTERCULTURALIST" IS ESSENTIALLY A TRANSLATOR AND FACILITATOR, AN EXPERT WHO BRINGS THE TECHNICAL EXPERTISE TO BEAR ON THE LOCAL SITUATION IN JUST THE MEASURE OF ITS APPLICABILITY IS DEFINED BY THE LOCALITY. THERE IS A BODY OF YOUNG NATIVE PEOPLE WHO KNOW ENOUGH ABOUT THE VARIOUS DISCIPLINES THAT THEY CAN TAKE ON THE JOB OF ADMINISTRATION AND EVALUATION OF THE COMPETENCE OF EXPERTS IN LIGHT OF COMMUNITY GOALS. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 094917

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094923

PUBLICATION DATE: MAY 74

TITLE: CULTURE AND CAREER: COMMUNITY FOR EDUCATION.

PERSONAL AUTHOR: BOVEE, CHARLES C.; BINAU, DAVID K.

DESCRIPTOR: *AMERICAN INDIANS; *CAREER EDUCATION; COLLEGE PROGRAMS; *CROSS CULTURAL STUDIES; *CULTURAL EDUCATION; *ESKIMOS; EXTENSION EDUCATION; INSTRUCTIONAL INNOVATION; LANGUAGE INSTRUCTION; PROGRAM DESCRIPTIONS; SPEECHES; TEACHER AIDES

IDENTIFIER: *ALASKA; NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM; SHELDON JACKSON COLLEGE

DESCRIPTIVE NOTE: 10P.; FOR RELATED DOCUMENTS, SEE RC008075-080; RC008082-087

DURING THE PAST 8 TO 10 YEARS EDUCATION AT SHELDON JACKSON COLLEGE (SJC) HAS SHIFTED TO A THEME OF CULTURE AND CAREERS. THIS PAPER DESCRIBES CURRENT SJC PROGRAMS, AS WELL AS SOME THAT ARE BEING CONSIDERED. THE CULTURE AND NATIVE STUDY PROGRAMS, FUNDED IN 1968, BEGAN WITH THE TEACHING OF THE TLINGIT LANGUAGE. AS A RESULT, THE FIRST TLINGIT LANGUAGE WORKSHOP WAS HELD IN 1971, AND WORKSHOPS HAVE BEEN HELD YEARLY SINCE THEN. FUTURE PLANS CALL FOR THE INCLUSION OF CLASSES IN ESKIMO LANGUAGES AND CULTURE. BECOMING INCREASINGLY AWARE THAT CAREER PROGRAMS WITH SPECIFIC GOALS MAY BE HELPFUL TO NATIVE STUDENTS, SJC ESTABLISHED A DENTAL ASSISTANT PROGRAM, LATER ADDING CAREER EDUCATION COURSES IN FORESTRY AND FISHERIES. REALIZING THE NEED FOR NATIVE TEACHERS, AND THE SPECIFIC NEED IN SOUTHEAST ALASKA FOR TEACHER AIDES, SJC INITIATED A TEACHER AIDE EXTENSION PROGRAM IN 1971. CLASSES WERE TAUGHT BY COLLEGE STAFF WHO FLEW TO ISOLATED COMMUNITIES FOR WEEKEND CLASSES. ADDITIONALLY, SJC HAS BECOME AWARE THAT CHANGES NEED TO BE MADE IN INSTRUCTIONAL APPROACHES IN TRADITIONAL AS WELL AS NON-TRADITIONAL EDUCATIONAL SETTINGS, AND THEREFORE ESTABLISHED A LEARNING CENTER IN 1971-72. THIS CENTER PROVIDES READING PROGRAM MATERIALS: VOCABULARY, MATH, AND PROGRAMMED LEARNING MACHINES; AND CASSETTE AND FILMSTRIP EQUIPMENT. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 094917

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094924

PUBLICATION DATE: MAY 74

TITLE: A CULTURAL TRANSITION.

PERSONAL AUTHOR: SULLIVAN, TROY

DESCRIPTOR: ADJUSTMENT (TO ENVIRONMENT); *AMERICAN INDIANS; *CROSS CULTURAL STUDIES; CROSS CULTURAL TRAINING; CURRICULUM DEVELOPMENT; *ESKIMOS; FEDERAL AID; FEDERAL PROGRAMS; PROGRAM DESCRIPTIONS; SPEECHES; STATE PROGRAMS; *TEACHER AIDES; *TRAINING OBJECTIVES

IDENTIFIER: *ALASKA; BIA; BUREAU OF INDIAN AFFAIRS; NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM

DESCRIPTIVE NOTE: 13P.; FOR RELATED DOCUMENTS, SEE RC008075-081; RC008083-087

THE ORIGINAL IMPETUS FOR ALASKAN INSTRUCTIONAL AIDES WAS DERIVED FROM THE ALASKAN SECTION OF THE BUREAU OF INDIAN AFFAIRS (BIA) AND WAS JOINTLY FUNDED BY THEM AND THE MANPOWER DEVELOPMENT AND TRAINING ACT. SINCE THAT INITIAL PROGRAM IN 1966, THE BIA HAS FUNDED 2 ADDITIONAL PROGRAMS TRAINING INSTRUCTIONAL AIDES FOR BIA SCHOOLS IN ALASKA. MORE THAN 80 AIDES, GRADUATES OF 3 TRAINING SESSIONS CONDUCTED FROM 1966 TO 1968, ARE NOW EMPLOYED IN ALMOST AS MANY NATIVE VILLAGES AND TOWNS. CULTURAL AND LANGUAGE DIFFERENCES IN ALASKA, TOGETHER WITH SOCIAL AND ECONOMIC PROBLEMS PECULIAR TO A PEOPLE FORCED INTO RAPID ADJUSTMENT TO MODERN LIVING, GIVE A SPECIAL URGENCY TO THESE PROGRAMS. IT IS VITAL THAT THIS TRAINING BE CONTINUED TO PROVIDE AT LEAST ONE AIDE IN EACH OF THE BIA SCHOOLS NOT YET INCLUDED IN THE PROGRAM. THERE ARE ALSO MORE THAN 200 STATE-OPERATED ELEMENTARY SCHOOLS THAT WOULD BENEFIT FROM SUCH A PROGRAM. IMMEDIATE CONSIDERATION SHOULD BE GIVEN A PLAN TO EXPAND THE PROGRAM BY INCLUDING 2 ADDITIONAL STEPS FOR TEACHERS' ASSISTANTS AND TEACHERS' ASSOCIATES. A 2 YEAR COURSE FOR ASSOCIATES WOULD QUALIFY THEM AS GRADUATES WHO COULD OCCUPY PROFESSIONAL AND RESPONSIBLE POSITIONS; ASSISTANTS WOULD BE ABLE, UNDER SUPERVISION, TO PERFORM MANY SPECIALIZED TASKS; AND THE PRESENT TRAINING FOR AIDES WOULD STILL CONTINUE TO SUPPLY THOSE WHO PERFORM VITAL NON-INSTRUCTIONAL FUNCTIONS. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 094917

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094925

PUBLICATION DATE: MAY 74

TITLE: LEARNING IN THE NORTHWEST TERRITORIES.

PERSONAL AUTHOR: CARNEW, FREDERICK I.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUALISM; CHANGING ATTITUDES; COMMUNICATION (THOUGHT TRANSFER); COMMUNITY INVOLVEMENT; *CROSS CULTURAL STUDIES; CULTURAL TRAITS; *CURRICULUM GUIDES; *ESKIMOS; METHODS; *RELEVANCE (EDUCATION); RESEARCH; SPEECHES

IDENTIFIER: CANADA; NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM; *NORTHWEST TERRITORIES

DESCRIPTIVE NOTE: 11P.; FOR RELATED DOCUMENTS, SEE RC008075-082; RC008084-087

THE PAPER DESCRIBES VARIOUS METHODS THAT ARE BEING TRIED TO PROVIDE LEARNING EXPERIENCES FOR NORTHERN CANADIAN CHILDREN. ALTHOUGH THERE IS NO BLUEPRINT FOR NORTHERN EDUCATION, THERE ARE SOME BASIC GUIDELINES. SINCE THE NORTHWEST TERRITORIES (NWT) IS A MULTILINGUAL, MULTICULTURAL SOCIETY, RELEVANT CURRICULA HAVE TO BE WRITTEN IN SUCH A WAY AS TO RELATE THE CULTURE AND LANGUAGE OF THE CHILD TO EVERY ASPECT OF THE LEARNING SITUATION. A SECOND BASIC GUIDELINE IS THAT PROGRAMS MUST PREPARE YOUNG PEOPLE FOR THE FUTURE. LEARNING OPPORTUNITIES MUST INCLUDE THE CHANCE FOR THE INDIVIDUAL TO GAIN INSIGHTS INTO THE ENTIRE REALM OF HOW THE SYSTEM CAN BE MADE TO WORK IN THE INTERESTS OF PEOPLE. BASIC TO ALL OF THIS IS COMMUNICATION, ESPECIALLY NON-VERBAL COMMUNICATION, PARTICULARLY IN THE NORTHERN SITUATION WHERE YOUNG PEOPLE MAY NOT BE ABLE TO ADEQUATELY EXPRESS THEMSELVES IN A SECOND LANGUAGE SITUATION. A THIRD BASIC CONSIDERATION WHEN DEVELOPING LEARNING EXPERIENCES IS THE QUESTION OF CHANGING ATTITUDES AND VALUES. SOME EXAMPLES OF THESE ARE SEARCHING FOR ALTERNATIVES TO A MASS PRODUCTION SOCIETY AND AN INCREASED INTEREST IN "OLD WAYS", WITH EMPHASIS ON RELIGION. A FOURTH GUIDELINE BY WHICH PROGRAMS SHOULD BE DEVELOPED MUST TAKE INTO ACCOUNT THE INVOLVEMENT OF PEOPLE. THE CURRICULUM FOR ANY SCHOOL MUST BE DEVELOPED LOCALLY BY THE TEACHERS, PARENTS, AND YOUNG LEARNERS WORKING TOGETHER. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 094917

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094926

PUBLICATION DATE: MAY 74

TITLE: INDIAN EDUCATION PROGRAMS IN BRITISH COLUMBIA.

PERSONAL AUTHOR: KELLY, REG

DESCRIPTOR: *AMERICAN INDIANS; *CROSS CULTURAL STUDIES; EQUAL PROTECTION; FEDERAL GOVERNMENT; FEDERAL LEGISLATION; HISTORY; HUMAN SERVICES; LOCAL ISSUES; NEEDS; *PROGRAM DESCRIPTIONS; *RESEARCH PROJECTS; SPEECHES; *STATE ACTION; STATE LEGISLATION

IDENTIFIER: *BRITISH COLUMBIA; CANADA; NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM

DESCRIPTIVE NOTE: 10P.; FOR RELATED DOCUMENTS, SEE RC008075-083; RC008085-087

THE BRITISH NORTH AMERICA ACT OF 1867, THE FOUNDING CONSTITUTION OF CANADA, PROVIDES THAT ALL MATTERS PERTAINING TO INDIANS AND INDIAN LANDS ARE UNDER FEDERAL JURISDICTION. BECAUSE OF THIS, THE PROVINCE OF BRITISH COLUMBIA (BC) HAS NOT FELT IT COULD DO MUCH FOR NATIVE PEOPLES AND LITTLE ATTENTION HAS BEEN PAID TO THE EXTENSION OF PROVINCIAL SERVICES TO THEM. HOWEVER, IN 1949 THE ELECTIONS ACT OF THE PROVINCE WAS AMENDED TO EXTEND THE RIGHT TO VOTE TO INDIANS LIVING ON RESERVES. ALSO IN 1949, THE BC PUBLIC SCHOOLS ACT WAS CHANGED TO ALLOW LOCAL SCHOOL BOARDS TO ACCEPT FEDERAL FUNDS FOR THE JOINT EDUCATION OF INDIAN CHILDREN IN THE ORDINARY PROVINCIAL SCHOOL SYSTEM. AT THIS TIME, THE BC PROVINCIAL GOVERNMENT REALIZED IT KNEW LITTLE ABOUT RESERVE INDIANS. IT THEREFORE SET UP THE INDIAN ENQUIRY ACT FOR GOVERNMENT CONSIDERATION. ALSO, BECAUSE OF THESE PAST DIFFERENCES OF JURISDICTION UNDER THE INDIAN ACT AND PROVINCIAL STATUTES, BC INDIANS HAVE MANY LONG-STANDING GRIEVANCES THAT NEED TO BE EXAMINED. AREAS UNDER INVESTIGATION ARE: (1) INDIAN LANGUAGES; (2) SCHOOL TRUSTEES; (3) SCHOOL DISTRICTS; (4) THE NATIVE COURTWORKER AND COUNSELLING ASSOCIATION OF BRITISH COLUMBIA; (5) MUNICIPAL AFFAIRS; AND (6) GENERAL ISSUES, SUCH AS ARTS AND CRAFTS PROGRAMS, PROVINCIAL TAXATION OF LEASED INDIAN LANDS, AND MINERAL RIGHTS ON INDIAN RESERVES. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 094917

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094927

PUBLICATION DATE: MAY 74

TITLE: TOWARDS A CROSS-CULTURAL PROGRAM IN THE N.W.T.

PERSONAL AUTHOR: MCPHERSON, NORM

DESCRIPTOR: ADVISORY COMMITTEES; *AMERICAN INDIANS; BILINGUALISM; COMMUNICATION (THOUGHT TRANSFER); COMMUNITY INVOLVEMENT; *CROSS CULTURAL STUDIES; *EDUCATIONAL PHILOSOPHY; *ESKIMOS; *PROGRAM DESCRIPTIONS; RELEVANCE (EDUCATION); SCHOOL SCHEDULES; SPEECHES; TEACHER AIDES

IDENTIFIER: CANADA; NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM; *NORTHWEST TERRITORIES

DESCRIPTIVE NOTE: 13P.; FOR RELATED DOCUMENT, SEE RC008075-084; RC008086-087

INDIAN EDUCATION PROGRAMS IN CANADIAN NORTHWEST TERRITORIES (NWT) ARE BASED ON THE PHILOSOPHY OF COMMUNICATION, LOCAL INVOLVEMENT, RELEVANCY. TO IMPLEMENT THESE, THE NWT EDUCATION DEPARTMENT HAS DEVELOPED MADE-IN-THE-NWT CURRICULUM HANDBOOKS -- A CURRICULUM GUIDE FOR K-6 AND LEARNING IN THE MIDDLE YEARS. IN THE NWT'S 62 SCHOOLS, THERE ARE OVER 100 NATIVE CLASSROOM ASSISTANTS WHO NOT ONLY HELP TO BRIDGE THE GAP BETWEEN HOME AND SCHOOL, BUT WHO ALSO HAVE HELPED IMPLEMENT THE NATIVE LANGUAGE PROGRAM IN THE FIRST 3 YEARS OF SCHOOL. FOR THE PAST 4 YEARS, NWT HAS SPONSORED A TEACHER TRAINING PROGRAM FOR NATIVE NORTHERNERS. FOR LOCAL INVOLVEMENT AND CULTURAL INCLUSION, NEARLY EVERY NWT HAS AN ADVISORY COMMITTEE MADE UP OF LOCAL PEOPLE. AT RAE-EDZO, AN ALL INDIAN SCHOOL OF SOME 300 PUPILS, THE ENTIRE OPERATION OF THE SCHOOL HAS BEEN TURNED OVER TO THE RAE-EDZO SCHOOL SOCIETY, WHOSE MEMBERS ARE ELECTED BY THE COMMUNITY. LARGELY AT THE INSISTENCE OF LOCAL ADVISORY BOARDS, THERE ARE NOW 2 SCHOOL YEARS IN THE NWT. IN MOST OF THE LARGER SETTLEMENTS, SCHOOL IS IN SESSION FROM EARLY SEPTEMBER UNTIL THE END OF JUNE, WHILE IN THE PREDOMINANTLY ESKIMO AND INDIAN SETTLEMENTS, SCHOOL COMMENCES IN MID-AUGUST AND FINISHES IN MAY SO THAT FAMILIES MAY GO OUT TO THE FISHING AND SEALING CAMPS. THE NWT ALSO HAS PROGRAMS IN THE ESKIMO LANGUAGE, DENTAL THERAPY, ADULT EDUCATION, VOCATIONAL TRAINING, AND HIGHER EDUCATION. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 094917

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094928

PUBLICATION DATE: MAY 74

TITLE: TILTING AT THE WINDMILLS OF INTERCULTURAL EDUCATION IN THE NORTH.

PERSONAL AUTHOR: KOENIG, DEL M.

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE PROGRAMS; *COMMUNITY CONTROL; *CROSS CULTURAL STUDIES; EDUCATIONAL POLICY; *INTERCULTURAL PROGRAMS; *PROGRAM DESCRIPTIONS; RESEARCH NEEDS; SELF DIRECTED GROUPS; SPEECHES; STATE UNIVERSITIES; VALUES

IDENTIFIER: CANADA; NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM; *SASKATCHEWAN

DESCRIPTIVE NOTE: 12P.; FOR RELATED DOCUMENTS, SEE RC008075-085; RC008087

EFFORTS OF NATIVE ORGANIZATIONS, COORDINATED THROUGH THE NATIONAL INDIAN BROTHERHOOD, RESULTED EARLY IN 1973 IN ACCEPTANCE BY THE CANADIAN DEPARTMENT OF INDIAN AFFAIRS OF THE POLICY PAPER, "INDIAN CONTROL OF INDIAN EDUCATION", WHICH LEGALLY GIVES INDIAN, METIS, AND INUIT PEOPLE CONTROL OVER THEIR OWN SCHOOLS. THE PAPER EXPLAINS THE ENVIRONMENTAL, ECONOMIC, LANGUAGE, FAMILY, VALUE, AND TEACHER DIFFERENCES THAT MAKE NORTHERN EDUCATION UNIQUE FROM THAT OF THE MAJORITY CULTURE OF SOUTHERN CANADA. IN SASKATCHEWAN, PROGRAMS CONCERNED WITH INTERCULTURAL EDUCATION ARE AN IMPORTANT COMPONENT AT THE UNIVERSITY LEVEL. THE UNIVERSITY OF SASKATCHEWAN, IN COOPERATION WITH THE FEDERATION OF SASKATCHEWAN INDIANS AND GOVERNMENT AGENCIES, IS INVOLVED IN STUDY AND TRAINING AREAS FOR INDIAN, METIS, AND INUIT STUDENTS. THE INDIAN AND NORTHERN EDUCATION PROGRAM WITHIN THE COLLEGE OF EDUCATION AT THE UNIVERSITY IS THE OLDEST AND LARGEST OF THE SPECIAL INTERCULTURAL PROGRAMS. RELATED PROGRAMS INCLUDE THE INDIAN TEACHER EDUCATION PROGRAM, INDIAN AND NORTHERN CURRICULUM RESOURCES CENTER, AND THE INDIAN AND NORTHERN CURRICULUM MATERIALS PROJECT. GENERAL SUGGESTIONS FOR THE FUTURE PARTICULARLY EMPHASIZE THE NEED FOR SOLID RESEARCH ON THE EFFECTIVENESS OF ESTABLISHED PROGRAMS BEFORE DESIGNING ADDITIONAL NORTHERN EDUCATIONAL PROGRAMS. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 094917

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094929

PUBLICATION DATE: MAY 74

TITLE: SOCIAL AND ECONOMIC RESEARCH IN THE U.S. ARCTIC. THE MAN IN THE ARCTIC PROGRAM.

PERSONAL AUTHOR: MOREHOUSE, THOMAS A.

DESCRIPTOR: *AMERICAN INDIANS; AREA STUDIES; CHANGE STRATEGIES; *CROSS CULTURAL STUDIES; DEMOGRAPHY; *ESKIMOS; *FUTURES (OF SOCIETY); HUMAN DEVELOPMENT; POLICY FORMATION; POLITICAL ISSUES; PROGRAM DESCRIPTIONS; *RESEARCH PROJECTS; SOCIOECONOMIC INFLUENCES; SPEECHES

IDENTIFIER: ALASKA; *MAN IN THE ARCTIC PROGRAM; NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM

DESCRIPTIVE NOTE: 11P.; FOR RELATED DOCUMENTS, SEE RC008075-086

THE NEXT 25 YEARS WILL SEE DRAMATIC CHANGES IN THE U.S. ARCTIC AND SUB-ARCTIC. SOME MAJOR FORCES GENERATING THESE CHANGES ARE NATIONAL ENERGY DEMANDS, ALASKA OIL AND GAS DEVELOPMENT, ENVIRONMENTAL CONSERVATION PRESSURES, AND THE REALLOCATION OF OVER 200 MILLION ACRES OF U.S. PUBLIC LAND AMONG FEDERAL, STATE, AND PRIVATE INTERESTS. TO PROVIDE BETTER UNDERSTANDING OF PROBLEMS OF CHANGE AND WAYS OF DEALING WITH THEM, UNIVERSITY OF ALASKA RESEARCHERS ARE WORKING WITH RESEARCH SCIENTISTS FROM OTHER INSTITUTIONS ON A BROAD, LONG-RANGE PROGRAM OF SOCIAL, ECONOMIC, AND ENVIRONMENTAL POLICY STUDIES -- THE MAN IN THE ARCTIC PROGRAM. OBJECTIVES ARE TO: (1) MEASURE AND ANALYZE BASIC CHANGES IN THE ECONOMY AND POPULATION OF ALASKA; (2) DETERMINE SIGNIFICANT INTERACTIONS BETWEEN OUTSIDE ECONOMIC AND SOCIAL FORCES AND ALASKA CONDITIONS AND INSTITUTIONS; (3) IDENTIFY AND PROJECT POLICY-RELEVANT CONSEQUENCES OF THESE INTERACTIONS; AND (4) APPLY THESE RESEARCH FINDINGS IN ANALYSES OF SPECIFIC PUBLIC PROBLEMS AND POLICY ALTERNATIVES. THE RESEARCH PROGRAM CONSISTS OF 4 BASE STUDY AREAS AND AN OPEN-ENDED NUMBER OF PROBLEMS AND POLICY STUDY PROJECTS. BASE STUDIES DEAL WITH ECONOMIC CHANGE AND IMPACTS, DEMOGRAPHY, ALASKA NATIVE ETHNOGRAPHY, AND POLITICAL INSTITUTIONS AND PROCESSES. PROBLEM AND POLICY STUDIES FOCUS ON PARTICULAR SOCIAL AND ECONOMIC PROBLEMS AND POLICY ISSUES OF NORTHERN DEVELOPMENT. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 094917

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED095073

PUBLICATION DATE: 73

TITLE: A BILINGUAL NAVAJO CURRICULUM PROJECT. PROFILES OF PROMISE 16.

PERSONAL AUTHOR: MARKOWITZ, ALAN; HALEY, FRANCES

DESCRIPTOR: AMERICAN INDIAN CULTURE; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; BILINGUAL SCHOOLS; CROSS CULTURAL STUDIES; CURRICULUM DEVELOPMENT; ELEMENTARY EDUCATION; *ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL MATERIALS; LANGUAGE PROGRAMS; *NAVAHO; *READING PROGRAMS; RURAL EDUCATION

IDENTIFIER: *PROFILES OF PROMISE; SAN JUAN SCHOOL DISTRICT

DESCRIPTIVE NOTE: 4P.; FOR A DESCRIPTION OF THE PROFILES OF PROMISE SERIES, SEE ED 065 406

NINETY-SIX PERCENT OF THE STUDENTS WHO ENTER FIRST GRADE IN THE SAN JUAN SCHOOL DISTRICT, BLANDING, UTAH, CANNOT SPEAK OR UNDERSTAND ENGLISH. THEY ARE NAVAHO AND ATTEND SCHOOL ON THE NAVAHO RESERVATION. A UNIQUE BILINGUAL NAVAHO CURRICULUM PROJECT HAS BEEN DEVELOPED TO PROVIDE LEARNING MATERIALS IN THE NAVAHO LANGUAGE TO ENABLE THE CHILD TO LEARN WHEN HE FIRST ENTERS SCHOOL, REGARDLESS OF THE LANGUAGE HE SPEAKS. USING FILM-STRIPS, CASSETTE RECORDINGS, SLIDES, 16 MM FILMS, BOOK ILLUSTRATIONS, AND THE PRINTED WORD, THE PROJECT TRANSLATES THE LEARNING MATERIALS FOUND IN THE CLASSROOM INTO THE NAVAHO LANGUAGE. MAJOR OBJECTIVES OF THE SAN JUAN EDUCATIONAL PROGRAM ARE TO PROVIDE INSTRUCTION IN THE LANGUAGE THE CHILD UNDERSTANDS BEST SO THAT HE DOES NOT BECOME RETARDED IN THE ACADEMIC AREAS WHILE LEARNING THE COMMON INSTRUCTIONAL LANGUAGE; BUILD A POSITIVE SELF IMAGE OF ALL CHILDREN; AND DEVELOP CLOSER COMMUNICATION AND UNDERSTANDING BETWEEN PARENTS AND TEACHERS. EVALUATION SHOWS THAT THE NAVAHO CHILDREN IN THE PROGRAM HAVE IMPROVED IN THEIR READING AND IN THEIR ATTITUDES TOWARD SCHOOL. (AUTHOR/DE)

AVAILABILITY: SOCIAL SCIENCE EDUCATION CONSORTIUM, 855 BROADWAY, BOULDER, COLORADO 80302 ($9.00 FOR 30 ISSUES)

ACCESSION NUMBER: ED095152

PUBLICATION DATE: 73

TITLE: COMPETENCIES FOR A HOPI RESERVATION TEACHER: HOPI BACKGROUND COMPETENCIES FOR TEACHERS. TEACHER CORPS ASSOCIATES: RESOURCES FOR CBTE, NO. 7.

PERSONAL AUTHOR: KALECTACA, MILO

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *HOPI; PERFORMANCE BASED TEACHER EDUCATION; PERFORMANCE CRITERIA; *RESERVATIONS (INDIAN); *TEACHER INTERNS

DESCRIPTIVE NOTE: 40P.; FOR RELATED DOCUMENTS, SEE SP 008 322-333

THIS MODULE CLUSTER IS DESIGNED TO ENABLE INTERN TEACHERS TO ACQUIRE KNOWLEDGE OF THE HOPI VILLAGE AND TRIBAL GOVERNMENT, COMMUNITY AND SERVICE AGENCIES, HISTORY, VALUE SYSTEM, RELIGION, AND EDUCATION. THE RATIONALE FOR THE MODULE CLUSTER IS BASED ON THE ASSUMPTION THAT THE RESERVATION TEACHER IS TOTALLY UNAWARE OF THE HOPI CHILD'S CULTURE, HISTORY, AND LANGUAGE. THIS CLUSTER CONTAINS THE FOLLOWING MODULES: COMMUNITY DESCRIPTION, COMMUNITY HISTORY, COMMUNITY VALUE SYSTEM, COMMUNITY RELIGION, AND COMMUNITY EDUCATION. FOR EACH MODULE, THE FOLLOWING INFORMATION IS GIVEN: OBJECTIVES, PREREQUISITES, PRE-ASSESSMENT, INSTRUCTIONAL ACTIVITIES, POST-ASSESSMENT, AND REMEDIATION. ALSO INCLUDED IN THIS MODULE CLUSTER ARE A LIST OF SUGGESTED RESOURCES AND FLOW CHART OF THE INTERN'S PROGRESS THROUGH THE VARIOUS MODULES. (JA)

ACCESSION NUMBER: ED095410

PUBLICATION DATE: 1 JUL 73

TITLE: AN ASSESSMENT OF CULTURAL AND LINGUISTIC VARIABLES IN MANPOWER AND VOCATIONAL SKILL TRAINING PROGRAMS: FINAL REPORT AND SUMMARY.

DESCRIPTOR: AMERICAN INDIANS; *CROSS CULTURAL STUDIES; *CULTURAL FACTORS; EDUCATIONAL DISADVANTAGEMENT; INSTRUCTIONAL PROGRAMS; JOB TRAINING; *LANGUAGE SKILLS; MANPOWER DEVELOPMENT; MEXICANS; *MINORITY GROUPS; NEGROES; QUESTIONNAIRES; SOCIOECONOMIC INFLUENCES; SOCIOLINGUISTICS; SPANISH AMERICANS; SPANISH SPEAKING; STATISTICAL DATA; *VOCATIONAL EDUCATION

IDENTIFIER: APPALACHIAN WHITES

DESCRIPTIVE NOTE: 476P.; INCLUDES PROCEEDINGS OF THE CONFERENCE ON CULTURAL LINGUISTIC VARIABLES IN MANPOWER VOCATIONAL SKILLS TRAINING PROGRAMS (WASHINGTON, D.C., MAY 31-JUNE 1, 1973); PAGINATION IS INCONSISTENT, BUT DOCUMENT IS COMPLETE

THE PRIMARY OBJECTIVES OF THE STUDY WERE: (1) TO DETERMINE THE EXTENT TO WHICH CULTURAL OR LANGUAGE DIFFERENCES PREVENTED MEMBERS OF THE TARGET GROUP FROM PROFITING FROM VOCATIONAL EDUCATION AND MANPOWER TRAINING, AND (2) TO RECOMMEND REMEDIES FOR ANY OBSERVED OBSTACLES TO SUCCESSFUL TRAINING. INFORMATION WAS GATHERED PRIMARILY BY QUESTIONNAIRE/INTERVIEW SURVEYS OF ADMINISTRATIVE, SUPPORT, AND TEACHING STAFFS AT MANPOWER TRAINING CENTERS. THE MINORITIES STUDIED IN THE PROJECT WERE BLACKS, CHICANOS, NATIVE AMERICANS, AND APPALACHIAN WHITES. OFFERING HYPOTHESES ABOUT EACH SPECIFIC MINORITY GROUP, THE STUDY CONCLUDES THAT CULTURAL DIFFERENCES POSE NO SIGNIFICANT OBSTACLES. THE FINAL GENERAL HYPOTHESES OF THE STUDY IS: ANY EFFECTIVE ASSESSMENT OF THE EDUCATIONAL PROBLEMS OF MINORITY MEMBERS IN TRAINING PROGRAMS IS NOT COMPLETE UNLESS IT CONSIDERS THE SOCIAL, ECONOMIC, AND POLITICAL REALITIES OF THE TRAINEES' ENVIRONMENT. TWO-THIRDS OF THE DOCUMENT CONSISTS OF APPENDIXES DEVOTED TO SAMPLE QUESTIONNAIRES, STATISTICAL SUMMARIES, AND THREE RELATED DOCUMENTS: (1) PERSPECTIVES ON BLACK MANPOWER VOCATIONAL DEVELOPMENT: CULTURAL PARAMETERS. A SYMPOSIUM, (2) CHICANO CULTURE AND OCCUPATIONAL OPPORTUNITY: A PANEL DISCUSSION, AND (3) PROCEEDINGS OF THE CONFERENCE ON CULTURAL LINGUISTIC VARIABLES IN MANPOWER VOCATIONAL SKILLS TRAINING PROGRAMS. (MW)

ACCESSION NUMBER: ED095476

PUBLICATION DATE: NOV 73

TITLE: A CROSS-CULTURAL TEST OF THE COGNITIVE CLARITY THEORY OF READING.

PERSONAL AUTHOR: DOWNING, JOHN; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *BEGINNING READING; COGNITIVE DEVELOPMENT; *COGNITIVE PROCESSES; KINDERGARTEN CHILDREN; READING; READING ABILITY; READING PROCESSES; *READING READINESS; *READING RESEARCH; READING SKILLS

IDENTIFIER: BRITISH COLUMBIA

DESCRIPTIVE NOTE: 10P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE NATIONAL READING CONFERENCE (HOUSTON, TEXAS, NOV. 29-DEC. 1, 1973)

THE AIM OF THIS STUDY WAS TO TEST A HYPOTHESIS DERIVED FROM THE COGNITIVE CLARITY THEORY WHICH COMPARES INDIAN AND NON-INDIAN CHILDREN IN TWO LOCALITIES OF BRITISH COLUMBIA. IT WAS HYPOTHESIZED THAT, IN COMPARISON WITH INDIAN CHILDREN, THE NON-INDIAN CHILDREN WOULD SHOW SIGNIFICANTLY SUPERIOR PERFORMANCE ON OBJECTIVE TESTS OF COGNITIVE CLARITY IN LEARNING TO READ. THE SUBJECTS CONSISTED OF KINDERGARTEN CHILDREN FROM TWO SCHOOL DISTRICTS. IN DISTRICT 1 ALL THE INDIAN BOYS AND GIRLS WERE TESTED AND COMPARED WITH A SAMPLE OF NON-INDIAN BOYS AND GIRLS SELECTED BY RANDOM PROCEDURES. IN DISTRICT 2 THE SAME SAMPLING PROCEDURE WAS FOLLOWED. FIVE SUBTESTS OF THE CANADIAN READING READINESS BATTERY WERE ADMINISTERED TO THE SUBJECTS. THIS TEST IS EXPERIMENTAL AND CONTAINS THE FOLLOWING SUBTESTS: ORIENTATION TO LITERACY, UNDERSTANDING LITERACY BEHAVIOR, TECHNICAL LANGUAGE OF LITERACY, VISUAL LETTER RECOGNITION AND LETTER-NAME KNOWLEDGE, AND INITIAL PHONEMES. THE RESULTS SUPPORTED THE HYPOTHESIS DERIVED FROM THE COGNITIVE CLARITY THEORY OF LEARNING TO READ. THE INDIAN CHILDREN WERE SIGNIFICANTLY LESS ABLE TO RECOGNIZE THE ACTS OF READING AND WRITING, THEIR ABILITY TO RECOGNIZE AND NAME LETTERS WAS SIGNIFICANTLY POORER, AND THEIR CONCEPTS OF WORD AND LETTER WERE SIGNIFICANTLY LESS THAN THOSE OF THE NON-INDIAN CHILDREN. (WR)

ACCESSION NUMBER: ED095528

PUBLICATION DATE: MAY 74

TITLE: A SIOUX POEM OF POWER.

PERSONAL AUTHOR: DE PISA, DIANE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; AMERICAN LITERATURE; LITERARY ANALYSIS; *LITERARY CRITICISM; *POETRY

DESCRIPTIVE NOTE: 11P.; PAPER PRESENTED AT THE CONFERENCE ON MULTI-ETHNIC LITERATURE (CHICAGO STATE UNIVERSITY, MAY 10, 1974)

AN ASSESSMENT OF BLACK ELK'S POETRY REVEALS THAT INDIANS' ATTITUDES TOWARD WORDS DIFFER FROM OURS. FOR EXAMPLE, ON CERTAIN OCCASIONS INDIAN SONGS BECOME INSTRUMENTS WHICH BRING AN INFLUX OF ENERGY INTO A WHOLE SOCIETY OR DRAW RAIN OR HEAL SICKNESS. WORDS WHICH RECREATE OR CONJURE THE AGENTS OF THE POET'S VISION ARE RELEVANT BECAUSE THEY UPLIFT THE QUALITY OF LIVING. BLACK ELK BELIEVES THAT WORDS "GIVE AWAY HIS VISION," BUT THEY ARE PRACTICAL BECAUSE THEY CONTAIN POWER OR INFLUENCE. WORDS ALSO HAVE ENERGY AND DIRECTION, AND WHEN THEY ARE RECEIVED IN VISIONS AS SONGS, HYMNS, INVOCATIONS, PROPHECIES, OR CONJURATIONS, THEY ARE SPOKEN OF AS "VOICES SENT." AN UNEXPRESSED POWER, OR "THE COMPELLING FEAR," MOTIVATES BLACK ELK TO PERFORM THE HORSE DANCE CEREMONY, WHICH CONSISTS OF VISION SONGS AND THE CONVEYANCE OF THE CONTENT OF THE VISION. INDIAN POETRY IS BRIEF AND IT REVEALS THAT COLORS, LIGHTNING, AND THE SUNSET ARE SIGNS OF THE POWER OF THE WEST. THE PURPOSE OF THE INDIAN SONG IS TO TRANSMIT THE AFFECTIVE SITUATIONS OF THE VISION TO THE BEHOLDERS OF THE CEREMONY, SO THAT THEY MAY PROFIT FROM IT PSYCHOLOGICALLY, MEDICALLY, AND PRACTICALLY. (SW)

ACCESSION NUMBER: ED095585

PUBLICATION DATE: 73

TITLE: AN INVESTIGATION OF CHILDREN'S BOOKS CONTAINING CHARACTERS FROM SELECTED MINORITY GROUPS BASED ON SPECIFIED CRITERIA.

PERSONAL AUTHOR: MORGAN, BETTY M.

DESCRIPTOR: *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES; *CHILDRENS BOOKS; CHILDRENS LITERATURE; CHINESE AMERICANS; DOCTORAL THESES; *EDUCATIONAL RESEARCH; ETHNIC STEREOTYPES; JAPANESE AMERICANS; MEXICAN AMERICANS; *MINORITY GROUPS; *NEGROES; PUERTO RICANS; READING MATERIALS

DESCRIPTIVE NOTE: 306P.; PH.D. DISSERTATION, SOUTHERN ILLINOIS UNIVERSITY

AN INVESTIGATION OF CHILDREN'S BOOKS REVEALS THAT A FEW CLASSIC EXAMPLES OF MINORITY CHARACTERIZATION ARE FOUND IN CHILDREN'S BOOKS WRITTEN PRIOR TO AND AT THE TURN OF THE CENTURY. A SURVEY OF MATERIALS SHOWS THAT MOST BIBLIOGRAPHIES ARE NOT ANNOTATED; THAT THOSE WHICH ARE ANNOTATED USUALLY TELL THE PLOT AND THEME, OMITTING MENTION OF THE CHARACTERS' CULTURE; AND THAT MOST OF THE BIBLIOGRAPHIES, WITH OR WITHOUT ANNOTATIONS, CONCENTRATE ON ONLY ONE MINORITY OR MIX THEM ON THE USUAL ALPHABETICAL BASIS. INVESTIGATION FURTHER REVEALS THAT: CHARACTERIZATION OF THE NEGRO AND INDIAN HAVE CHANGED SINCE WORLD WAR II; THE NUMBER OF BOOKS POPULATED WITH MINORITY CHARACTERS AS THE MAJOR CHARACTER(S) HAS MULTIPLIED IN RECENT YEARS; PUBLISHERS AND LIBRARIES OFFER LARGE NUMBERS OF TITLES FOR ONLY TWO OF THE SIX MINORITIES--AFRICAN AMERICAN AND AMERICAN INDIAN; AND WHILE A FEW OUTSTANDING PEOPLE OF MEXICAN HERITAGE ARE REPRESENTED, NONE ARE FOUND FOR AMERICANS OF PUERTO RICAN, CHINESE, OR JAPANESE DESCENT. AN APPENDIX INCLUDES A LIST OF MATERIALS FOR THE MINORITY CHILD. (AUTHOR/SW)

AVAILABILITY: UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 74-6232, MFILM $4.00, XEROGRAPHY $10.00)

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED095715

PUBLICATION DATE: 74

TITLE: KOYUK READER.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *BILINGUAL EDUCATION; *ELEMENTARY GRADES; *ESKIMOS; INSTRUCTIONAL MATERIALS; READING INSTRUCTION; *READING MATERIALS

IDENTIFIER: ALASKA; *KOYUK

DESCRIPTIVE NOTE: 99P.

THIS ELEMENTARY LANGUAGE TEXT, DESIGNED FOR CHILDREN IN A BILINGUAL KOYUK-ENGLISH PROGRAM, CONTAINS ONE STORY ABOUT THE DAILY LIFE OF A FAMILY IN KOYUK, ALASKA. THE MATERIAL IS PRESENTED IN ALTERNATING PAGES OF KOYUK AND THE ENGLISH TRANSLATION, WITH MANY ILLUSTRATIONS DEPICTING EVENTS IN THE STORY. (LG)

ACCESSION NUMBER: ED095800

PUBLICATION DATE: 74

TITLE: DRAFT REPORT. MONTANA COMMISSION ON POST-SECONDARY EDUCATION.

DESCRIPTOR: AMERICAN INDIANS; EDUCATIONAL ACCOUNTABILITY; *EDUCATIONAL FINANCE; EDUCATIONAL OBJECTIVES; EDUCATIONAL POLICY; *GOVERNANCE; HEALTH EDUCATION; *HIGHER EDUCATION; *POST SECONDARY EDUCATION; STATE COLLEGES; STATE LEGISLATION; *STATE STANDARDS; STATE UNIVERSITIES

DESCRIPTIVE NOTE: 152P.

THE MONTANA COMMISSION ON POST SECONDARY EDUCATION WAS DIRECTED TO MAKE A DETAILED AND THOROUGH STUDY OF POSTSECONDARY EDUCATION IN THE STATE. THIS DRAFT REPORT CONCERNS GOALS, EDUCATIONAL POLICIES, GOVERNANCE, PLANNING, FINANCING, INSTITUTIONS AND THEIR MISSIONS, HEALTH CARE EDUCATION, NATIVE AMERICANS AND POSTSECONDARY EDUCATION, AND ACCOUNTABILITY. RECOMMENDATIONS ARE INDICATED FOR EACH STUDY AREA. APPENDICES INCLUDE SUPPLEMENTARY DATA, STAFF AND TECHNICAL REPORTS, MEMBERSHIP OF TECHNICAL GROUPS, PUBLIC HEARINGS, RECOMMENDATIONS, HOUSE BILL 578, MONTANA PUBLIC POSTSECONDARY EDUCATIONAL INSTITUTIONS, STATE-LEVEL GOVERNANCE OF MONTANA EDUCATION, AND MINORITY REPORTS. (MJM)

ACCESSION NUMBER: ED095895

PUBLICATION DATE: 73

TITLE: BIBLIOGRAPHY OF THE SOURCES FOR THE EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS WHICH WILL INSURE PROPER RECOGNITION OF ETHNIC AND CULTURAL MINORITIES.

DESCRIPTOR: AMERICAN INDIAN CULTURE; AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ASIAN AMERICANS; *ETHNIC GROUPS; ETHNIC STUDIES; *INSTRUCTIONAL MATERIALS; JEWS; MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO CULTURE; NEGROES; PUERTO RICANS; READING MATERIALS

DESCRIPTIVE NOTE: 14P.; FOR A RELATED DOCUMENT SEE IR 001 068

AN ANNOTATED BIBLIOGRAPHY OF ABOUT 50 BIBLIOGRAPHIES DEALING WITH AMERICAN ETHNIC AND CULTURAL MINORITIES FORMS THE BULK OF THIS LISTING. IT COVERS PRINT MATERIAL, FILMS, RECORDINGS, AND OTHER NONPRINT MATTER. SOURCES OF CONTINUING INFORMATION ON THESE PUBLICATIONS ARE ALSO LISTED. A DIRECTORY OF PUBLISHERS IS INCLUDED. (PF)

ACCESSION NUMBER: ED096030

PUBLICATION DATE: 74

TITLE: THE PUEBLO INDIANS OF NEW MEXICO: AN ANALYSIS OF THE EDUCATIONAL SYSTEM.

PERSONAL AUTHOR: CIBRARIO, DOMINIC J.

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; BICULTURALISM; *BILINGUAL EDUCATION; COMPARATIVE ANALYSIS; *CULTURAL BACKGROUND; DEMOGRAPHY; *EDUCATIONAL RESEARCH; HISTORY; NATIVE SPEAKERS; RESERVATIONS (INDIAN); *SCHOOL SYSTEMS; TRIBES

IDENTIFIER: *PUEBLOS

DESCRIPTIVE NOTE: 49P.

EDUCATIONAL SYSTEMS (BOTH TRIBAL AND FORMAL) OF THE PUEBLO INDIANS, INCLUDING TAOS, SAN JUAN, TESUQUE, ZIA, ZUNI, AND THE BERNALILLO DISTRICT IN NEW MEXICO, WERE ANALYZED. THE ANALYSIS INCLUDED DISCERNING WHETHER OR NOT (1) THE PUEBLOS' TRADITIONAL CULTURE AND HERITAGE IS BEING TAUGHT AND TO WHAT EXTENT AND (2) BILINGUAL AND BICULTURAL STUDIES HAVE BEEN IMPLEMENTED IN THE ELEMENTARY AND/OR SECONDARY SCHOOLS ON THE RESERVATIONS AND TO WHAT DEGREE. INTERVIEWS WERE CONDUCTED AT DAY SCHOOLS OPERATED BY THE BUREAU OF INDIAN AFFAIRS, THE ALL TRIBES MISSION SCHOOL, AND SCHOOLS IN THE ZUNI AREA. STUDENTS, TEACHERS, SCHOOL PERSONNEL, AND PARENTS WERE QUESTIONED ABOUT TRIBAL AND FORMAL EDUCATION. IT WAS FOUND THAT SO FAR SAN JUAN HAS BEEN THE ONLY PUEBLO TO INTRODUCE BILINGUAL AND BICULTURAL STUDIES INTO THE ELEMENTARY SCHOOL. THE OTHERS PREFER TO KEEP THE TRIBAL AND FORMAL EDUCATIONAL SYSTEMS DEPARTMENTALIZED WITH TRIBAL EDUCATION IN THE KIVAS. EVEN THOUGH BILINGUAL AND BICULTURAL STUDIES HAVE NOT BEEN DEVELOPED AT TAOS, TESUQUE, ZIA, AND ZUNI, INDIAN AIDS WHO SPEAK THE LANGUAGE OF THE PUEBLO HAVE BEEN HIRED TO REINFORCE INSTRUCTION. THIS PAPER ALSO DISCUSSES THE HISTORY, LANGUAGE, AND EDUCATIONAL AND POPULATION STATISTICS OF THE PUEBLO INDIANS. (NQ)

ACCESSION NUMBER: ED096033

PUBLICATION DATE: JUN 74

TITLE: THE COGNITIVE AND AFFECTIVE DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN IN A BILINGUAL-BICULTURAL LEARNING ENVIRONMENT. A STUDY OF THE GRANTS BILINGUAL-BICULTURAL EDUCATION PROGRAM, GRANTS, NEW MEXICO.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTOR: AFFECTIVE BEHAVIOR; AMERICAN INDIANS; ANGLO AMERICANS; BICULTURALISM; *BILINGUAL EDUCATION; *COGNITIVE DEVELOPMENT; *ELEMENTARY SCHOOL STUDENTS; LEARNING; *PROGRAM EVALUATION; *SPANISH AMERICANS; STATISTICAL DATA; TESTING

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 38P.

PROVIDING RELEVANT DATA, ANALYSES, AND OBSERVATIONS, WITH PARTICULAR REFERENCE TO THE COGNITIVE AND AFFECTIVE DEVELOPMENT OF BILINGUAL CHILDREN, THE 1973-74 GRANTS BILINGUAL-BICULTURAL PROGRAM EVALUATION DETERMINED THE PERSONNEL'S ATTITUDES AND PERCEPTIONS ABOUT PROGRAM COMPONENTS AND OPERATIONS AND THE CHILDREN'S RESPONSES TO BILINGUAL-BICULTURAL INSTRUCTION. NATIVE AMERICAN, ANGLO, AND SPANISH SURNAMED CHILDREN FROM 9 CLASSROOM GROUPS (6 PROGRAM AND 3 NON-PROGRAM) IN GRADES 1, 3, AND 5 COMPRISED THE SAMPLE. TESTS ADMINISTERED IN SPANISH AND ENGLISH, A 30 ITEM QUESTIONNAIRE, AND CLASSROOM OBSERVATIONS WERE USED. DUE TO THE LACK OF TESTS IN NATIVE AMERICAN DIALECTS, REFERENCE TO OBSERVATIONS OF NATIVE AMERICAN CULTURAL FEATURES IN THE PROGRAM WAS MADE RATHER THAN TO COGNITIVE ACHIEVEMENT BASED ON THE TESTS. TESTS INCLUDED THE INTER-AMERICAN SERIES' TESTS OF READING, THE GENERAL ABILITY TEST (SPANISH VERSION), AND THE SCIENCE RESEARCH ASSOCIATES, INC. (SRA) ACHIEVEMENT SERIES, FORM E/BLUE LEVEL AND THE PRIMARY EDITION, FORM E, PRIMARY I AND II. SOME FINDINGS WERE: STUDENTS GAINED SIGNIFICANTLY IN ORAL VOCABULARY, NUMBERS, GENERAL CONCEPTS, AND COGNITIVE PROCESSES BASED ON VERBAL AND PICTORIAL STIMULI IN SPANISH; 3RD GRADE STUDENTS MEASURED AT OR BEYOND GRADE LEVEL ON THE SRA TEST; AND THE PERSONNEL FELT THE PROGRAM WAS WELL COORDINATED, SUFFICIENTLY SUPPLIED WITH MATERIALS AND EQUIPMENT, AND EFFECTIVE IN DEVELOPING THE CHILDREN'S BILINGUAL ABILITY AND COGNITIVE SKILLS. (NQ)

ACCESSION NUMBER: ED096037

PUBLICATION DATE: OCT 73

TITLE: STUDY OF THE COMMUNITY IMPACT OF THE HOPI FOLLOW THROUGH PROGRAM. FINAL REPORT.

PERSONAL AUTHOR: WAX, MURRAY L.; BREUNIG, ROBERT G.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; COMMUNITY INFLUENCE; CULTURE CONFLICT; DEFINITIONS; ENGLISH (SECOND LANGUAGE); *INTERACTION; *PARENT ATTITUDES; *PARENT PARTICIPATION; PROGRAM EVALUATION; *SCHOOL COMMUNITY RELATIONSHIP

IDENTIFIER: ARIZONA; *HOPIS; PROJECT FOLLOW THROUGH

DESCRIPTIVE NOTE: 65P.

THE SOCIAL AND CULTURAL DISTANCE BETWEEN THE SCHOOLS SERVING AMERICAN INDIAN CHILDREN AND THEIR COMMUNITIES HAS BEEN VIEWED AS THE SOURCE OF MANY OF THE BASIC PROBLEMS IN INDIAN EDUCATION. IN 1968 THE HOPI INDIAN TRIBE OF ARIZONA INSTITUTED A FOLLOW THROUGH PROGRAM TO PROVIDE FOR SUCH PARENTAL INVOLVEMENT IN THEIR SCHOOLS' EDUCATIONAL PROCESSES. THIS STUDY LOOKED AT HOW HOPI PARENTS DEFINED FORMAL EDUCATION AND THE SCHOOL AND HOW THAT DEFINITION WAS AFFECTED BY PARTICIPATION IN THE SCHOOL PROGRAM VIA FOLLOW THROUGH. BETWEEN 1970 AND 1972 STUDIES WERE MADE OF HOPI ATTITUDES TOWARD FORMAL EDUCATION UTILIZING PARTICIPANT OBSERVATIONS AND SEMI-FORMAL INTERVIEWS. P. T. A. MEETINGS, CLASSROOMS, TEACHERS' AND PRINCIPALS' MEETINGS WERE OBSERVED. USING A STANDARD QUESTIONNAIRE, 178 PARENTS WERE INTERVIEWED. AS A RESULT OF HOPI-ANGLO INTERACTIONS WITHIN THE SCHOOL CONTEXT FOR THE PAST 100 YEARS, HOPI PARENTS DEFINED THE SCHOOLS AS ANGLO INSTITUTIONS WHERE THEIR CHILDREN ARE SENT TO LEARN ANGLO SKILLS, ESPECIALLY ENGLISH. PARENTAL INVOLVEMENT VIA THE FOLLOW THROUGH PROGRAM DID NOT SIGNIFICANTLY CHANGE HIS DEFINITION BECAUSE THE PROGRAM, DESIGNED AND IMPLEMENTED FROM WITHOUT THE COMMUNITY, TENDED TO REINFORCE AND PERPETUATE THE BASIC PATTERNS OF ANGLO-HOPI INTERACTIONS. (AUTHOR/NQ)

ACCESSION NUMBER: ED096033

PUBLICATION DATE: 26 AUG 74

TITLE: SOCIAL PROBLEMS AMONG CHEROKEE FEMALES: A STUDY OF CULTURAL AMBIVALENCE AND ROLE IDENTITY.

PERSONAL AUTHOR: FRENCH, LAURENCE A.

DESCRIPTOR: *ACCULTURATION; AGGRESSION; *AMERICAN INDIANS; ANTI SOCIAL BEHAVIOR; *CULTURE CONFLICT; INTEGRATION EFFECTS; LIFE STYLE; MAJORITY ATTITUDES; MALES; *RESERVATIONS (INDIAN); SEX ROLE; SOCIAL ADJUSTMENT; TRIBES; *WOMENS STUDIES

IDENTIFIER: *CHEROKEES

DESCRIPTIVE NOTE: 21P.; PAPER PRESENTED AT JOINT MEETING OF THE AMERICAN SOCIOLOGICAL ASSOCIATION AND THE RURAL SOCIOLOGICAL SOCIETY (MONTREAL, QUEBEC, AUGUST 1974)

THE EXTENT TO WHICH THE SOCIAL MALADJUSTED FEMALE ROLE AMONG THE EASTERN BAND OF CHEROKEES IS A CONSEQUENCE OF CULTURAL AMBIVALENCE IS INVESTIGATED. THE 28 PROBLEM FAMILIES WERE EXAMINED IN LIGHT OF THE ADOLESCENT/ACCOMMODATIVE PERSPECTIVE WHEREBY FEDERAL PATERNALISM IS VIEWED AS PERPETUATING A DEPENDENT ADOLESCENT BEHAVIORAL LIFE STYLE AMONG MARGINAL CHEROKEES CAUGHT BETWEEN TWO UNOBTAINABLE CULTURAL OBJECTIVES: THE TRADITIONAL CONSERVATIVE HARMONY ETHIC VS. THE DOMINANT PROTESTANT ETHIC. THE CULTURAL IDENTITY PROBLEM IS GREATER FOR THE MARGINAL CHEROKEE FEMALE THAN FOR HER MALE COUNTERPART. FOR MEN, CULTURAL AMBIVALENCE TAKES THE FORM OF OVERTLY AGGRESSIVE BEHAVIOR; FOR THE FEMALE, THERE IS A TENDENCY TO RESORT TO SEXUAL ACTIVITY, WHICH IN TURN ENHANCES HER BIOLOGICAL ROLE MODEL. THIS SUBSEQUENTLY RESULTS IN EARLY PREGNANCIES, UNWED MOTHERS, PREMATURE MARRIAGES, AND EARLY DIVORCES AS WELL AS CHILD NEGLECT, A SITUATION MADE MORE SIGNIFICANT BY THE MATRILOCAL AND MATRILINEAL CHEROKEE FAMILY PATTERN. THE MARGINAL FEMALE, ALTHOUGH HAVING GREATER ACCESS TO PHYSICAL STIGMA RESULTING FROM SOCIAL FAILURE, HAS LESS OF A CHANCE TO ESCAPE THE ANOMIC SITUATION PREVALENT ON THE RESERVATION, RESULTING IN A CONTINUATION OF THESE PROBLEMS THAT ARE PRIMARILY TRANSMITTED THROUGH THE PRIMARY FAMILY SETTING. (AUTHOR/KM)

ACCESSION NUMBER: ED096073

PUBLICATION DATE: OCT 73

TITLE: ALASKAN NATIVE EDUCATION: AN HISTORICAL PERSPECTIVE. RESEARCH AND EVALUATION REPORT SERIES NO. 18-A.

PERSONAL AUTHOR: RAY, CHARLES K.

DESCRIPTOR: ADMINISTRATOR ATTITUDES; *AMERICAN INDIANS; CHANGE STRATEGIES; CONTRACTS; EDUCATIONAL FINANCE; *EDUCATIONAL HISTORY; *ESKIMOS; *FEDERAL PROGRAMS; FINANCIAL NEEDS; LEGISLATION; *PROGRAM DESCRIPTIONS; RURAL EDUCATION; STATE PROGRAMS; TRANSFER POLICY

IDENTIFIER: *ALASKA; BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 212P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

DESIGNED TO HELP ALASKAN NATIVE COMMUNITIES AND ORGANIZATIONS, STATE AND FEDERAL OFFICIALS, CITIZENS OF ALASKA, AND PROFESSIONAL EDUCATORS IN DEALING WITH CHANGING EDUCATIONAL SITUATIONS, THE REPORT PROVIDES A RELIABLE AND SUCCINCT HISTORY OF ALASKAN EDUCATION FROM THE TIME OF THE AREA'S PURCHASE FROM RUSSIA IN 1867. ONE OF THE MAJOR PROBLEMS IN ALASKAN EDUCATION HAS BEEN ITS DUAL SCHOOL SYSTEM. THE MAJOR IMPEDIMENT TO THE UNIFICATION OF THESE SYSTEMS HAS BEEN AND REMAINS A FINANCIAL ONE. THE 14 APPENDICES, WHICH COMPRISE THE MAJORITY OF THE DOCUMENT, COVER: 1950 INFORMATION ABOUT ALASKAN NATIVE SERVICE EDUCATION ACTIVITIES; THE 1970 AGREEMENT BETWEEN ALASKA AND THE BUREAU OF INDIAN AFFAIRS (BIA) FOR THE ADMINISTRATION OF JOHNSON-O'MALLEY FUNDS; 1970 PLANS FOR THE TRANSFER OF FEDERAL SCHOOLS TO THE STATE; 1954 INFORMATION RELATIVE TO FINANCING CONTRACT SCHOOLS; 1966 PLANS FOR RURAL ALASKAN EDUCATION; BACKGROUND ON THE WILLIAM E. BELTZ VOCATIONAL SCHOOL (NOME); THE 1971 NORTHWEST ALASKA EDUCATION PLANNING PROJECT PROPOSAL; THE 1972 BIA MANUAL FOR EDUCATION THROUGH INDIAN ORGANIZATION; A 1970 WHITE HOUSE RELEASE REJECTING THE POLICY OF TERMINATION IN INDIAN AFFAIRS; AND BIA SCHOOLS TRANSFERRED TO THE STATE. (KM)

H C NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED096076

PUBLICATION DATE: 74

TITLE: FERTILITY BEHAVIOR IN A TRI-RACIAL, LOW INCOME RURAL COUNTY. PROJECT REPORT.

PERSONAL AUTHOR: DAVIS, ADAM CLARKE; AND OTHERS

DESCRIPTOR: AMERICAN INDIANS; *BEHAVIOR; *BIRTH RATE; CAUCASIANS; CONTRACEPTION; *FAMILY PLANNING; *LOW INCOME COUNTIES; NEGROES; POPULATION TRENDS; PREGNANCY; PROGRAM DESCRIPTIONS; REPRODUCTION (BIOLOGY); *RURAL POPULATION; SOCIAL ATTITUDES; TABLES (DATA)

IDENTIFIER: *NORTH CAROLINA; ROBESON COUNTY

DESCRIPTIVE NOTE: 193P.

CHILD BEARING IS PROBABLY ONE OF THE MOST IMPORTANT FUNCTIONS OF THE FAMILY IN AMERICAN SOCIETY TODAY. THIS STUDY IDENTIFIED AND INVESTIGATED THE (1) REASONS FOR THE EXISTING DIFFERENTIALS IN FERTILITY BEHAVIOR (PREFERENCES, CONTRACEPTIVE USE AND EFFECTIVENESS, AND ACTUAL FERTILITY) OF WHITE, BLACK, AND AMERICAN INDIAN GROUPS IN A LOW INCOME PREDOMINANTLY RURAL COUNTY AND (2) POTENTIAL PROBLEM AREAS IN THE DEVELOPMENT AND IMPLEMENTATION OF FERTILITY CONTROL PROGRAMS AMONG EACH OF THESE GROUPS. A TRI-RACIAL GROUP OF MALE AND FEMALE INTERVIEWERS FROM ROBESON COUNTY, NORTH CAROLINA (LOCUS OF THE RESEARCH) MOSTLY QUESTIONED RESPONDENTS OF THEIR OWN RACE. PRE-INTERVIEWS DETERMINED ELIGIBLE FEMALES AND COUPLES (FEMALES HAD TO BE BETWEEN 18 AND 49 AND IF WITHOUT A SPOUSE, HAVE AT LEAST ONE CHILD) AND THEIR RACE. THE 695 INTERVIEWS EXAMINED THE TOTAL NUMBER OF LIVE BIRTHS, FAMILY SIZE PREFERENCES, AND SOCIOECONOMIC STATUS. DATA WERE ANALYZED, FOR THE MOST PART, USING DESCRIPTIVE STATISTICAL MEASURES (E.G., THE ARITHMETICAL MEAN AND PERCENTAGE DISTRIBUTIONS). CONTROL VARIABLES CONSIDERED MAJOR VARIANTS WERE RACE, AGE, SOCIOECONOMIC STATUS, YEARS MARRIED, AND AGE AT FIRST MARRIAGE. SURVEY RESULTS WERE PRESENTED FOR THE TOTAL SAMPLE AND FOR VARIOUS SUBGROUPS. SOME FINDINGS WERE: (1) 73.4 PERCENT OF THE WIVES APPROVED OF FAMILY PLANNING; (2) WHEN RACE IS CONTROLLED, MORE WHITES APPROVED OF FAMILY PLANNING THAN BLACKS; AND (3) MORE BLACKS APPROVED THAN INDIANS. (NQ)

ACCESSION NUMBER: ED096082

PUBLICATION DATE: 25 AUG 74

TITLE: OCCUPATIONAL ORIENTATION AMONG THE CHOCTAW INDIANS.

PERSONAL AUTHOR: SPENCER, BARBARA G.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY LEADERS; CULTURAL DIFFERENCES; DISADVANTAGED YOUTH; *EXPECTATION; *HIGH SCHOOL STUDENTS; MAJORITY ATTITUDES; *OCCUPATIONAL ASPIRATION; PERCEPTION; *RESERVATIONS (INDIAN); RESIDENCE REQUIREMENTS; ROLE MODELS; SELF CONCEPT; SOCIAL ISOLATION

IDENTIFIER: *CHOCTAWS; MISSISSIPPI

DESCRIPTIVE NOTE: 28P.; PAPER PREPARED FOR ANNUAL MEETING OF THE AMERICAN SOCIOLOGICAL ASSOCIATION (69TH, MONTREAL, CANADA, AUGUST 25-29, 1974)

THE PAPER EXAMINED OCCUPATIONAL PROJECTIONS AND ORIENTATIONS OF AN AMERICAN INDIAN GROUP, THE MISSISSIPPI CHOCTAWS. TWO RELATED PROBLEMS CURRENTLY FACING THE TRIBE ARE THE LOW EDUCATIONAL AND SKILL LEVELS OF ITS POPULATION AND PERSISTENTLY HIGH UNEMPLOYMENT RATES. IN 1973, PERMISSION WAS GRANTED TO STUDY THE OCCUPATION AND RESIDENTIAL ASPIRATIONS AND EXPECTATIONS OF 133 STUDENTS IN CHOCTAW CENTRAL HIGH SCHOOL, THE ONLY HIGH SCHOOL FOR CHOCTAWS IN THE STATE. SINCE THE CULTURAL AND SOCIOECONOMIC BACKGROUND OF THE INDIANS MAY CAUSE THEIR OCCUPATIONAL STATUS HIERARCHY TO VARY FROM THAT OF THE LARGER SOCIETY, THE STUDY WAS EXPANDED TO INCLUDE THE "GENERAL STANDING" OF OCCUPATIONS AMONG THE INDIANS. DATA ANALYSIS SUGGESTED THAT STUDENT ASPIRATIONS WERE LIMITED BY LOCALLY VISIBLE AND RELEVANT JOBS AND OCCUPATIONS THAT OTHER CHOCTAWS HAVE ATTAINED. FINDINGS ALSO INDICATED THAT, WHILE ALMOST ALL CHOCTAW YOUTHS ASPIRED TO OCCUPATIONS WHICH HAVE HIGH OR MODERATE STATUS WITHIN THEIR OWN SUBSOCIETY, MANY OF THESE RANK SUBSTANTIALLY LOWER BY STANDARDS OF THE LARGER SOCIETY. THIS SUGGESTED THAT RESEARCHERS SHOULD TAKE THE POSSIBILITY OF VARIANT OCCUPATIONAL PERCEPTIONS INTO CONSIDERATION IN ASSESSING THE OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF MINORITY YOUTHS. THEY FURTHER SUGGEST THE NEED FOR AN EXAMINATION OF THE PRESTIGE ASSIGNED TO OCCUPATIONS BY ISOLATED POPULATIONS. (KM)

102

ACCESSION NUMBER: ED096083

PUBLICATION DATE: MAY 74

TITLE: GROUP DIFFERENTIATION OF TEACHERS ON THE PAPAGO RESERVATION: A COMPARISON OF BIA AND COUNTY TEACHERS.

PERSONAL AUTHOR: SHAFER, LARY

DESCRIPTOR: AGE; *AMERICAN INDIANS; BACKGROUND; BIAS; COMMUNITY PROGRAMS; COMPARATIVE ANALYSIS; EDUCATIONAL BACKGROUND; EXPERIENCE; *FEDERAL PROGRAMS; INSERVICE TEACHER EDUCATION; QUALIFICATIONS; *REGIONAL PROGRAMS; TEACHER ADMINISTRATOR RELATIONSHIP; *TEACHER ATTITUDES; *TEACHER CHARACTERISTICS

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; *PAPAGOS

DESCRIPTIVE NOTE: 20P.

TEACHERS ON INDIAN RESERVATIONS OR IN INDIAN COMMUNITIES ARE A SPECIFIC HOMOGENEOUS GROUP SINCE THEY TEACH THE SAME MINORITY GROUP, LIVE IN A SPECIFIC BUT OFTEN DIFFERENT AREA, AND FUNCTION IN A CROSS-CULTURAL SITUATION. THIS STUDY EXAMINED TEACHERS OF THE PAPAGO RESERVATIONS AND DELINEATED OBVIOUS DIFFERENCES BETWEEN THEM. PROFILES ARE GIVEN FOR BUREAU OF INDIAN AFFAIRS TEACHERS, TEACHERS IN THE INDIAN OASIS SCHOOL DISTRICT, AND ALL TEACHERS AS A WHOLE. INITIAL CONTACTS WERE MADE WITH THE SUPERINTENDENTS OF THE RESPECTIVE GROUPS: 100 PERCENT OF THE BUREAU STAFF AND 90 PERCENT OF THE COUNTY RESPONDENTS WERE SAMPLED. SOCIAL DISTANCE BETWEEN THE TEACHERS AND INDIANS AS AN INDICATION OF COMMUNITY INTEGRATION COULD NOT BE MEASURED BY THIS QUESTIONNAIRE. RESPONSES TO THE QUESTION, "AMERICAN INDIANS HAVE MADE MAJOR CONTRIBUTIONS TO AMERICAN SOCIETY" WERE POSITIVE FOR BOTH GROUPS AT A 90 PERCENT FREQUENCY. THERE ARE 2 POSSIBILITIES THAT ACCOUNT FOR THESE ANSWERS: (1) MANY MAY HAVE ANSWERED BY REACTION RATHER THAN BY CONSIDERING THE QUESTION AND ANSWERS; OR (2) THE CONSIDERATION THAT, FOR THE INDIAN TO HAVE A VALID CULTURE, HE MUST SOMEHOW SHOW HOW IT RELATES AND CONTRIBUTES TO AMERICAN SOCIETY. IF THESE ARE CORRECT, THEN THERE ARE IMPORTANT IMPLICATIONS FOR INDIAN EDUCATION. IF TEACHERS ARE GOING TO WORK WITH INDIAN PROBLEMS AND CARRY WITH THEM THE ASSUMPTION THAT THE INDIAN MUST SOMEHOW RELATE TO AMERICAN SOCIETY AS A WHOLE, THE POSSIBILITIES OF NEGATIVE CONSEQUENCES ARE GREATLY INCREASED. (KM)

JOURNAL CITATION: BIA EDUCATION RESEARCH BULLETIN, VOL. 3, NO. 2, MAY 1974

ACCESSION NUMBER: ED096084

PUBLICATION DATE: MAY 74

TITLE: STUDENT DROPOUT STUDY OF FT. WINGATE NEW MEXICO HIGH SCHOOL.

PERSONAL AUTHOR: HORTON, JAMES M.: ANNALORA, DONALD J.

DESCRIPTOR: *AMERICAN INDIANS; ATTENDANCE; *BOARDING SCHOOLS; DELINQUENCY CAUSES; DORMITORIES; DRINKING; *DROPOUT ATTITUDES; *DROPOUT RESEARCH; FEDERAL PROGRAMS; HEALTH; *HIGH SCHOOL STUDENTS; IDENTIFICATION; STEALING

IDENTIFIER: *FORT WINGATE HIGH SCHOOL; GALLUP; NEW MEXICO

DESCRIPTIVE NOTE: 14P.

THE REPORT EXAMINED THE AMERICAN INDIAN DROPOUT RATE FOR THE FALL SEMESTER, 1973-74, AT FT. WINGATE HIGH SCHOOL (FWHS) IN GALLUP, NEW MEXICO. FOR THAT PERIOD, THE FWHS DROPOUT RATE WAS 26 PERCENT, COMPARED TO A NATIONAL AVERAGE OF ABOUT 25 PERCENT (FWHS) STATISTICS ARE FOR ONE SEMESTER; NATIONAL STATISTICS ARE FOR AN ENTIRE YEAR). DROPOUTS WERE DEFINED AS STUDENTS WHO HAD ENROLLED IN THE FEDERAL BOARDING SCHOOL AND LATER WITHDREW WITHOUT COMPLETING A FULL YEAR. REASONS FOR LEAVING WERE: (1) ILLNESS, (2) TRANSFERRED TO ANOTHER SCHOOL, (3) DID NOT RETURN FROM HOME LEAVE, AND (4) SOME KIND OF TROUBLE. A QUESTIONNAIRE WAS DEVELOPED AND SENT OUT TO EACH OF THE IDENTIFIED DROPOUTS, WITH A 35.4 PERCENT RETURN RATE. SECTION A ASKED REASONS FOR WITHDRAWAL, COVERING HEALTH; ABSENCE; PARENTAL INFLUENCE; DORM CONDITIONS; AND TROUBLE WITH POLICE, OTHER STUDENTS, OR AT HOME. THE MAJOR REASONS FOR DROPPING OUT WERE: (1) SENT HOME FOR DRINKING OR AWOL (17.2 PERCENT); (2) STEALING IN DORMS (16.6 PERCENT); AND (3) MISSED TOO MANY DAYS. THINGS THE RESPONDENTS LIKED MOST ABOUT FWHS WERE COUNSELORS (92.7 PERCENT), TEACHERS (91.2 PERCENT), AND ACTIVITIES (90.6 PERCENT). THINGS DISLIKED MOST WERE OTHER STUDENTS (30.9 PERCENT) AND DORM STAFF (28.8 PERCENT). ACTIVITIES AND CLASSES WERE FELT TO BE THE BEST THINGS ABOUT WINGATE HIGH SCHOOL; DRINKING AND STEALING IN THE DORMS WERE THE WORST. (KM)

JOURNAL CITATION: BIA EDUCATION RESEARCH BULLETIN, V3,N2, MAY 1974

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ACCESSION NUMBER: ED096087

PUBLICATION DATE: 72

TITLE: AMERINDIAN EDUCATION.

PERSONAL AUTHOR: JONES, LOUIS THOMAS

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; ATTITUDES; CROSS CULTURAL STUDIES; CULTURAL BACKGROUND; *EDUCATIONAL HISTORY; *FEDERAL PROGRAMS; FOREIGN CULTURE; NATIVE SPEAKERS; *PROGRAM IMPROVEMENT; *RELEVANCE (EDUCATION); RESERVATIONS (INDIAN); SCHOOL COMMUNITY PROGRAMS; SPECIAL SCHOOLS

DESCRIPTIVE NOTE: 190P.

BASIC TO A PROGRESSIVE AND MEANINGFUL PROGRAM OF EDUCATION WHICH WILL SHAPE INDIAN DESTINY FOR AMERICA'S TOMORROW IS AN UNDERSTANDING OF PAST EDUCATIONAL ENDEAVORS. THE TEXT SURVEYS, THEREFORE, FORMER FEDERAL POLICIES AND HIGHLIGHTS THE PIONEERING WORK WHICH TYPIFIES SUCH SCHOOLS AS THE SHERMAN INDIAN HIGH SCHOOL (RIVERSIDE, CALIFORNIA), HASKELL INDIAN JUNIOR COLLEGE (LAWRENCE, KANSAS), AND NAVAJO COMMUNITY COLLEGE (CHINLE, ARIZONA). EDUCATION AT THE RESERVATION LEVEL HAS BEEN HAMPERED BY POOR FACILITIES, THE ISOLATION OF TRAINING CENTERS, THE CALIBER OF AVAILABLE TEACHERS, AND THE LACK OF EFFORTS TO FUSE THE STUDENT'S NATIVE INDIAN BELIEFS AND ATTITUDES WITH THE ALIEN WHITE CULTURE. WITH THE APPOINTMENT OF LOUIS R. BRUCE AS COMMISSIONER OF THE BUREAU OF INDIAN AFFAIRS IN 1969, THE THIRD INDIAN TO HOLD THIS OFFICE, MODERNIZATION OF THE BUREAU WAS INITIATED AND IMPROVEMENT OF INDIAN SERVICES, INCLUDING EDUCATION, WAS CALLED FOR. TWO REQUIREMENTS FOR FITTING INDIAN YOUTHS TO MEET THE CHALLENGES OF THE ELECTRONIC AGE -- TECHNICAL TRAINING AND FINANCIAL STUDENT ASSISTANCE -- ARE ALSO DISCUSSED. THE TEXT BEGINS WITH A BRIEF DISCUSSION OF FOREIGN EDUCATIONAL SYSTEMS AND THEIR INFLUENCES UPON U.S. EDUCATIONAL DEVELOPMENT. ADDITIONAL CHAPTERS DISCUSS INDIAN CULTURE AND LANGUAGE, AND COMPARE INDIAN EDUCATIONAL DEVELOPMENT IN THE U.S. WITH THAT IN CANADA, MEXICO, AND SOUTH AMERICA. A LIST OF 23 COLLATERAL READINGS (1935-71) COVERS MODERN EDUCATION IN GENERAL AND INDIAN EDUCATION. (AUTHOR/KM)

AVAILABILITY: THE NAYLOR COMPANY, P.O. BOX 1838, SAN ANTONIO, TEX. 78296 ($6.95)

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED096088

PUBLICATION DATE: JUN 74

TITLE: A STUDY OF YOUTH ATTITUDES TOWARD AUTHORITY AND THEIR RELATION TO SCHOOL ADJUSTMENT PATTERNS. A REPORT PREPARED BY THE 1973-74 HUMBOLDT COUNTY GRAND JURY, JUNE 1974.

PERSONAL AUTHOR: BOWLUS, DONALD; AND OTHERS

DESCRIPTOR: ACCULTURATION; AFFECTIVE BEHAVIOR; *AMERICAN INDIANS; *ANGLO AMERICANS; CONFORMITY; CULTURAL BACKGROUND; *ENVIRONMENTAL INFLUENCES; LAW ENFORCEMENT; MAJORITY ATTITUDES; MINORITY GROUPS; *POLICE SCHOOL RELATIONSHIP; POSITIVE REINFORCEMENT; SOCIOECONOMIC INFLUENCES; *STUDENT ATTITUDES; SUCCESS FACTORS

IDENTIFIER: CALIFORNIA; *HUMBOLDT COUNTY

DESCRIPTIVE NOTE: 60P.

THE HUMBOLDT COUNTY GRAND JURY (1973-74) EXAMINED THE ATTITUDES OF HIGH SCHOOL YOUTHS TOWARD LAW ENFORCEMENT IN THE CALIFORNIA COUNTY. SINCE THESE ARE SENSITIVE INDICATORS OF THEIR ATTITUDES TOWARD AUTHORITY IN GENERAL, RESULTS SHOULD NOT BE INTERPRETED AS BEING EXCLUSIVELY RELEVANT TO LAW ENFORCEMENT. THE STUDY COVERED A 4 MONTH PERIOD, SAMPLING 671 ADVANCED LEVEL HIGH SCHOOL STUDENTS FROM 5 SCHOOLS. THE FIRST PHASE SURVEYED STUDENT ATTITUDES TOWARD LAW ENFORCEMENT OFFICERS; THE SECOND INVESTIGATED THE RELATION OF STUDENT ADJUSTMENT PATTERNS TO THESE ATTITUDES. TO IDENTIFY SOURCES OF RATING VARIATIONS, STUDENTS WERE DIVIDED INTO SUBGROUPS BY SEX, SCHOOL ATTENDED, PARENTS' INCOME LEVEL, AND RACIAL GROUP (AMERICAN INDIAN AND ANGLO). RATINGS OF LAW OFFICERS ARE ALSO INFLUENCED BY THE BROADER, PERHAPS MORE STABLE, PERSONAL AND SOCIAL ATTITUDES (ALIENATION AND AUTHORITARIANISM). THERE WAS A SIGNIFICANT RELATIONSHIP BETWEEN THE RESPONDENT'S DEGREE OF ALIENATION AND EVALUATIONS GIVEN LAW OFFICERS. SUCCESS WITHIN THE SCHOOL SOCIETY DEPENDS PRIMARILY UPON ACCULTURATION, WHICH BY AND LARGE MEANS CONFORMITY TO AN IMPLICIT MODEL OF SOCIAL BEHAVIOR AND PERSONAL CONDUCT AND COMPLIANCE TO THE WILL OF THE TEACHERS. THOSE STUDENTS WHO ARE THE MOST "CULTURALLY DIFFERENT" FROM THE WHITE MIDDLE CLASS MODEL, IN THIS CASE NATIVE AMERICANS, SUFFER MOST AND ACHIEVE LEAST. THE REPORT EMPHASIZED THAT DIFFERENCES IN ACHIEVEMENT LEVELS ARE NOT CAUSED BY DIFFERENCES IN ABILITY TO LEARN, BUT RATHER ARE THE CONSEQUENCE OF THE INTERACTION OF THE STUDENTS' CULTURAL BACKGROUNDS WITH THE SCHOOL SYSTEM. (KM)

ACCESSION NUMBER: ED096090

PUBLICATION DATE: MAY 74

TITLE: RURAL YOUTH IN FIVE SOUTHWESTERN STATES: THE POPULATION UNDER AGE 25 IN ARIZONA, CALIFORNIA, COLORADO, NEW MEXICO, AND TEXAS. INFORMATION REPORT NO. 73-2.

PERSONAL AUTHOR: JIMENEZ, LUIS A.; UPHAM, W. KENNEDY

DESCRIPTOR: AGE; AMERICAN INDIANS; *CENSUS FIGURES; DEFINITIONS; ETHNIC GROUPS; *POPULATION DISTRIBUTION; *RACIAL COMPOSITION; RURAL POPULATION; *RURAL YOUTH; SPANISH SPEAKING; *TABLES (DATA)

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 59P.; SOME PAGES MAY REPRODUCE POORLY DUE TO QUALITY OF ORIGINAL COPY

POPULATION CHARACTERISTICS OF RURAL YOUTH (PERSONS UNDER 25 YEARS OF AGE) LIVING IN THE SOUTHWESTERN STATES OF ARIZONA, CALIFORNIA, COLORADO, NEW MEXICO, AND TEXAS ARE PRESENTED. DATA WERE COLLECTED FROM THE 1970 U.S. CENSUS OF POPULATION FINAL REPORTS FOR THE INDIVIDUAL STATES. THIS REPORT IS ORGANIZED INTO TWO SECTIONS: (1) THE ANALYTICAL TEXT AND (2) TABULAR DATA BY STATE. THE ANALYTICAL TEXT DISCUSSES THE YOUTH OF THE SOUTHWESTERN REGION; THE RURAL POPULATION; THE RURAL YOUTH OF THE FIVE SOUTHWESTERN STATES; THE GENERAL DISTRIBUTION OF THE RURAL SPANISH HERITAGE YOUTH BY STATE; AND THE DISTRIBUTION OF RURAL NATIVE AMERICAN YOUTH. THE TABULAR SECTION CONSISTS OF NUMERICAL DATA REGARDING RURAL YOUTH BY STATE, SEX, RACIAL OR ETHNIC CATEGORIES, AND AGE GROUPS. SOME FINDINGS ARE: (1) RURAL YOUTH REPRESENT 14.1 PERCENT OF ALL PERSONS UNDER 25 IN THE SOUTHWEST; (2) RURAL SPANISH HERITAGE PERSONS TEND TO BE GENERALLY YOUNGER THAN OTHER GROUPS; AND (3) IN NEW MEXICO RURAL SPANISH HERITAGE YOUTH REPRESENT OVER 50 PERCENT OF ALL RURAL YOUTH. DEFINITIONS OF TECHNICAL TERMS USED ARE PROVIDED IN THE APPENDIX. (NQ)

ACCESSION NUMBER: ED096091

PUBLICATION DATE: JUN 74

TITLE: FOURTH ANNUAL REPORT, 1973-74. (THE AMERICAN INDIAN PROGRAM, GRADUATE SCHOOL OF EDUCATION, HARVARD UNIVERSITY, CAMBRIDGE, MASSACHUSETTS).

DESCRIPTOR: ACTIVITIES; ADMISSION CRITERIA; *AMERICAN INDIANS; COURSE DESCRIPTIONS; DOCTORAL PROGRAMS; FEDERAL AID; *GRADUATE STUDENTS; MASTERS DEGREES; *PROGRAM DESCRIPTIONS; PROGRAM EFFECTIVENESS; *SCHOOLS OF EDUCATION; SERVICES; STUDENT CHARACTERISTICS; UNIVERSITIES

IDENTIFIER: AMERICAN INDIAN PROGRAM; *HARVARD GRADUATE SCHOOL OF EDUCATION

DESCRIPTIVE NOTE: 17P.

IN JUNE 1973 THE HARVARD GRADUATE SCHOOL OF EDUCATION ADMITTED 4 AMERICAN INDIAN STUDENTS INTO A MASTER'S DEGREE PROGRAM AND ONE PERSON INTO A DOCTORAL PROGRAM. IN ADDITION, THERE WERE 5 STUDENTS CONTINUING IN THE DOCTOR OF EDUCATION DEGREE PROGRAM AND ONE NEW STUDENT IN THE CERTIFICATE OF ADVANCED STUDY PROGRAM FOR A TOTAL OF 11 PARTICIPANTS IN THE 1973-74 AMERICAN INDIAN PROGRAM. WHILE AT HARVARD, STUDENTS TOOK COURSES IN EDUCATIONAL ADMINISTRATION, SOCIAL POLICY, EDUCATIONAL PLANNING, CHILD DEVELOPMENT, CURRICULUM DEVELOPMENT, AND NATIVE AMERICAN EDUCATION. IN ADDITION, STUDENTS WERE ALSO ABLE TO TAKE COURSES IN OTHER GRADUATE SCHOOLS AT HARVARD, AND COULD CROSS REGISTER AT THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY. IN JUNE 1974, 4 OF THE STUDENTS RECEIVED THE MASTER OF EDUCATION DEGREE; ONE RECEIVED THE CERTIFICATE OF ADVANCED STUDY. THE PROGRAM WILL CONTINUE FOR THE 1974-75 ACADEMIC YEAR UNDER JOINT FUNDING BY THE OFFICE OF EDUCATION AND THE BUREAU OF INDIAN AFFAIRS. FOR THE COMING YEAR, 13 NEW STUDENTS HAVE BEEN ADMITTED: 8 MASTER'S, 2 CERTIFICATE OF ADVANCED STUDY, AND 3 DOCTORAL CANDIDATES. FOR YEAR IV, THE PUBLICATION COVERS FUNDING, RECRUITMENT, STUDENT CHARACTERISTICS, PROGRAM SERVICES, STUDENT ACTIVITIES, AND A PROGRAM EVALUATION. APPENDIX A GIVES STUDENT BACKGROUND DATA AND A LIST OF 1971-73 GRADUATES; APPENDIX B EXPLAINS ADMISSIONS CRITERIA FOR THE NATIVE AMERICAN GRADUATE PROGRAM. (AUTHOR/KM)

108

ACCESSION NUMBER: ED096092

PUBLICATION DATE: 31 JAN 72

TITLE: OIO OKLAHOMANS FOR INDIAN OPPORTUNITY, INC. INDIAN YOUTH COUNCIL MANUAL.

DESCRIPTOR: ADULT LEADERS; *AMERICAN INDIANS; BIBLIOGRAPHIES; CULTURAL BACKGROUND; DISCUSSION GROUPS; *EDUCATIONAL OPPORTUNITIES; FOLK DRAMA; HISTORY; *MANUALS; *ORGANIZATIONS (GROUPS); TREATIES; TRIBES; *YOUTH PROGRAMS

IDENTIFIER: OIO YOUTH COUNCILS; *OKLAHOMANS FOR INDIAN OPPORTUNITY YOUTH COUNCILS

DESCRIPTIVE NOTE: 119P.

THE OKLAHOMANS FOR INDIAN OPPORTUNITY (OIO) YOUTH COUNCIL MANUAL IS DIVIDED INTO 5 PARTS. THE FIRST GIVES SOME BASIC INFORMATION ABOUT THE OIO YOUTH COUNCILS, COVERING WHAT A YOUTH COUNCIL IS, WHO CAN JOIN, THE ORGANIZATION OF THE COUNCILS, WHO RUNS THEM AND HOW THEY WORK, THE SPONSOR'S ROLE, RECOGNITION BY LOCAL SCHOOLS, INITIATING NEW COUNCILS, AND OIO YOUTH EDUCATIONAL OPPORTUNITY PROGRAMS. THE SECOND SECTION GIVES HISTORIC HIGHLIGHTS OF OKLAHOMA INDIAN TRIBES AND DISCUSSION MATERIALS (NO ATTEMPT WAS MADE TO MAKE THIS COMPREHENSIVE). THE LAND, REMOVAL AND MOVEMENT OF TRIBES INTO THE STATE, BROKEN TREATIES, THE STRUGGLE TO WORSHIP, AND TECUMSEH - THE STORY OF A LEADER, ARE DISCUSSED. PART 3 PRESENTS 15 DISCUSSION TEXTS, WHICH BEGIN WITH STATEMENTS FROM NOTED INDIAN LEADERS (RANGING FROM PONTIAC, GERONIMO, AND WOVOKA TO KICKING BIRD AND VINE DELORIA, JR.) FOLLOWED BY QUESTIONS FOR FURTHER RESEARCH. THESE COVER EDUCATION, WHITE PATERNALISM, HERITAGE, THE RIGHT TO BE DIFFERENT, WAR AND PEACE, THE LAND, HISTORICAL TRUTH, RELIGION, THE SPIRIT OF UNITY, SELF DETERMINATION, TERMINATION, ECOLOGY, AND SURVIVAL. PART 4 PRESENTS 3 PLAYLETS: "IF I GROW UP TO BE LIKE YOU, I DESERVE IT"; "ALL CHINESE LOOK ALIKE TO ME"; AND "ANOTHER MAN IS MY MIRROR". PART 5 IS A BALANCED, THOUGH NOT COMPLETE, BIBLIOGRAPHY OF INDIAN MATERIALS, CITING APPROXIMATELY 240 REFERENCES PUBLISHED BETWEEN 1858 AND THE PRESENT. (KM)

ACCESSION NUMBER: ED096094

PUBLICATION DATE: 73

TITLE: STATISTICS CONCERNING INDIAN EDUCATION, FISCAL YEAR 1973.

PERSONAL AUTHOR: HILDEBRAND, ALICE S., COMP.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; BOARDING SCHOOLS; *EDUCATIONAL ASSESSMENT; FEDERAL LEGISLATION; PRIVATE SCHOOLS; PUBLIC SCHOOLS; RELIGIOUS ORGANIZATIONS; RESERVATIONS (INDIAN); *STATISTICAL DATA; *TABLES (DATA); TREATIES; TRIBES

DESCRIPTIVE NOTE: 48P.: FOR RELATED DOCUMENT, SEE ED075129

AMERICAN INDIAN CHILDREN ATTEND PUBLIC, FEDERAL, PRIVATE, AND MISSION SCHOOLS. IN FISCAL YEAR 1973 THERE WERE 187,613 INDIANS (AGED 5 TO 18 YEARS) ENROLLED IN THESE SCHOOLS IN THE U.S. OF THESE 68.5 PERCENT ATTENDED PUBLIC SCHOOLS: 25.6 PERCENT ATTENDED FEDERAL SCHOOLS; AND 5.9 PERCENT ATTENDED MISSION AND OTHER SCHOOLS. THE BUREAU OF INDIAN AFFAIRS (BIA) OPERATED 195 SCHOOLS AND 19 DORMITORIES FOR PUBLIC SCHOOL CHILDREN. THE BIA HAS DIRECT RESPONSIBILITY FOR THE 55,051 CHILDREN ENROLLED IN FEDERAL SCHOOLS AND HOUSED IN FEDERAL DORMITORIES, AND PARTIAL FINANCIAL RESPONSIBILITY FOR APPROXIMATELY 2/3 OF THOSE IN PUBLIC SCHOOLS. THESE STATISTICS ON INDIAN EDUCATION ARE PUBLISHED ANNUALLY BY THE BIA AND ARE AVAILABLE IN THE FALL FOLLOWING THE CLOSE OF THE SCHOOL TERM THEY COVER. CONGRESSIONAL APPROPRIATIONS TO THE BIA ARE LIMITED TO THE EDUCATION OF CHILDREN OF 1/4 OR MORE INDIAN BLOOD AND NATIVE CHILDREN IN ALASKA (INDIANS, ESKIMOS, AND ALEUTS). IT WAS NOTED THAT CHILDREN OVER 18 ARE NOT INCLUDED IN THE ENUMERATION OF SCHOOL-AGED POPULATIONS. THE 18 TABLES COVER SUCH THINGS AS ENROLLMENT, ATTENDANCE, BOARDING SCHOOLS, DAY SCHOOLS, HOSPITAL SCHOOLS, DORMITORIES, SCHOOL CONSTRUCTION, SUMMER PROGRAMS, HIGHER EDUCATION, JOHNSON O'MALLEY FUNDS, CONTRACT SCHOOLS, AND ADULT EDUCATION. (KM)

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ACCESSION NUMBER: ED096095

PUBLICATION DATE: 16 NOV 73

TITLE: EDUCATION ON INDIAN TERMS. ANNUAL CONFERENCE, NATIONAL INDIAN EDUCATION ASSOCIATION. A SUMMARY REPORT. (5TH, MILWAUKEE, WISCONSIN, NOVEMBER 14, 15, AND 16, 1973).

PERSONAL AUTHOR: SAHMAUNT, ACE; AND OTHERS

DESCRIPTOR: *ADULT EDUCATORS; *ADULT LEADERS; *AMERICAN INDIANS; *CONFERENCE REPORTS; FEDERAL LEGISLATION; FEDERAL PROGRAMS; ORGANIZATIONS (GROUPS); POLITICS; *SELF DIRECTED GROUPS; SPEECHES; STUDENT PARTICIPATION

IDENTIFIER: *NATIONAL INDIAN EDUCATION ASSOCIATION; NIEA; WISCONSIN

DESCRIPTIVE NOTE: 24P.

THE REPORT OF THE 5TH ANNUAL CONFERENCE OF THE NATIONAL INDIAN EDUCATION ASSOCIATION (NOVEMBER 1973, WISCONSIN) FOCUSES ON EDUCATION ON INDIAN TERMS. THE SUMMARY INCLUDES CONFERENCE HIGHLIGHTS, SUCH AS THE WISCONSIN INDIAN EDUCATOR OF THE YEAR AWARD, STUDENT CONCERNS, AND TITLE IV, INDIAN EDUCATION ACT. REPRESENTATIVE EXCERPTS OF CONFERENCE SPEAKERS AND WORKSHOPS COVER LEGAL ISSUES IN EDUCATION, FINANCIAL AID FOR HIGHER EDUCATION, STUDENTS AS AN INTEGRAL PART OF THE NATIONAL INDIAN EDUCATION ASSOCIATION (NIEA), THE NIEA LIBRARY PROJECT, PROJECT MEDIA TO DEVELOP A DATA BASE OF NATIVE MATERIALS, AND THE NIEA EDUCATION PROFESSIONS DEVELOPMENT ACT ASSISTANCE PROJECT. NIEA EXECUTIVE STAFF MEMBERS, DIRECTORS, AND CONFERENCE COMMITTEE MEMBERS ARE ALSO LISTED. ADDRESSES WERE GIVEN BY SUCH PERSONS AS THE NIEA DIRECTOR, THE PRESIDENT OF THE GREAT LAKES INTER-TRIBAL COUNCIL, THE MILWAUKEE MAYOR, THE WISCONSIN LIEUTENANT GOVERNOR, THE DEPUTY SUPERINTENDENT OF THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, CANDIDATES FOR THE POSITION OF DEPUTY COMMISSION FOR INDIAN EDUCATION (U.S. OFFICE OF EDUCATION), THE PRESIDENT OF THE NATIONAL CONGRESS OF AMERICAN INDIANS, AND REPRESENTATIVES OF VARIOUS TRIBES AND GROUPS. (KM)

ACCESSION NUMBER: ED096383

PUBLICATION DATE: 72

TITLE: RED, BROWN, AND BLACK DEMANDS FOR BETTER EDUCATION.

PERSONAL AUTHOR: HEATH, G. LOUIS

DESCRIPTOR: *ACTIVISM; AMERICAN INDIANS; ECONOMICALLY DISADVANTAGED; EDUCATIONAL CHANGE; EDUCATIONALLY DISADVANTAGED; *EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES; EDUCATIONAL POLICY; *EDUCATIONAL PROBLEMS; *JOURNALISM; MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO EDUCATION; PUBLIC POLICY; SOCIAL CHANGE

DESCRIPTIVE NOTE: 216P.

THE ESSAYS GATHERED HERE PORTRAY THE SPEAD ACROSS THE LAND OF AN AWARENESS, A CONSCIOUSNESS OF SOCIAL PLIGHT AMONG MINORITIES, SINCE THE EARLY 1960'S. THE BLACKS, THE LARGEST MINORITY GROUP, WERE THE FIRST TO ATTEMPT TO ACT OUT THEIR CONSCIOUSNESS AND MAKE THE WORLD BETTER FOR THEMSLEVES. THEY HAVE BEEN FOLLOWED LATELY BY THE CHICANOS AND THE INDIANS. THESE THREE MINORITIES HAVE ALL MADE RECENT DEMANDS ON A SOCIAL SYSTEM THAT HAS DISCRIMINATED GREATLY AGAINST THEM. ONE OF THE FOREMOST DEMANDS OF THESE MINORITIES HAS BEEN THAT EDUCATIONAL INSTITUTIONS SERVE THEM AS WELL AS THE WASP MAJORITY. THAT IS, THEY HAVE ASPIRED FOR EDUCATION THAT PROVIDES A CURRICULUM THAT IS CONSISTENT WITH THEIR IDENTITY AND CULTURE YET STILL TEACHES THEM THE OCCUPATIONAL SKILLS TO COMPETE SUCCESSFULLY IN THE MARKETPLACE. WHERE THEY HAVE BEEN UNABLE TO SECURE BOTH RELEVANCE AND SKILLS IN ONE EDUCATIONAL PACKAGE, THEY HAVE OFTEN BEEN FRUSTRATED INTO DEMANDING EITHER TECHNICAL EDUCATION THAT IGNORES THEIR CULTURE OR CULTURAL EDUCATION THAT EQUIPS THEM WITH NO VIABLE SKILLS. BOTH ALTERNATIVES ARE DEAD ENDS FOR RED, BROWN, AND BLACK LEARNERS AND FOR AMERICAN SOCIETY. THE HOPE IS THAT THE NATION, DESPITE ALL THE APPARENT LACK OF COMMON PURPOSE, CAN STILL HEAR AND ACT ON RED, BROWN, AND BLACK DEMANDS THAT THE SCHOOLS BOTH RESPECT THEM CULTURALLY AND TRAIN THEM FOR JOBS. (AUTHOR/JM)

AVAILABILITY: WESTMINSTER PRESS, PHILADELPHIA, PENNSYLVANIA 19107 ($3.50, PAPER)

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED096699

PUBLICATION DATE: APR 74

TITLE: A FALLEN FORTRESS: BIA, 1972.

PERSONAL AUTHOR: OCHS, DONOVAN J.

DESCRIPTOR: *AMERICAN INDIANS; ETHNIC STEREOTYPES; FILMS; *MASS MEDIA; NONRESERVATION AMERICAN INDIANS; PROPAGANDA; *PUBLICIZE; *PUBLIC OPINION; RESERVATIONS (INDIAN); *STEREOTYPES; TELEVISION

DESCRIPTIVE NOTE: 8P.; PAPER GIVEN AT THE ANNUAL MEETING OF THE CENTRAL STATES SPEECH ASSOCIATION (MILWAUKEE, APRIL, 1974)

THE USE OF THE MEDIA TO GAIN PUBLIC ACCEPTANCE OF A GROUP'S IDEOLOGY AND POLICIES IS USUALLY UNSUCCESSFUL UNLESS THE GROUP CAN CREATE A NEWSWORTHY EVENT, ESPECIALLY ONE THAT IS UNUSUAL OR THAT INVOLVES CONFLICT. IN THE CASE OF THE INDIAN MOVEMENT, THE BRIEF, SUPERFICIAL TELEVISION COVERAGE OF THE AMERICAN INDIAN MOVEMENT'S (AIM) TAKE-OVER OF THE BUREAU OF INDIAN AFFAIRS BUILDING IN WASHINGTON IN 1972, FOLLOWING YEARS OF NEGATIVE FILMIC STEREOTYPING OF INDIANS, ACCOMPLISHED VERY LITTLE FOR THE INDIAN CAUSE. THE TAKE-OVER SYMBOL SIMPLY REINFORCED THE HOLLYWOOD IMAGE OF THE INDIAN AS A WANTON EVILDOER. INSTEAD, AIM MIGHT HAVE USED CREATIVE DISORDERS SUCH AS RESTAGING THE FIRST THANKSGIVING AND SERVING BROKEN TREATIES INSTEAD OF TURKEY. TO SUCCEED RHETORICALLY, THE INDIAN MOVEMENT MUST CONCERN ITSELF WITH ITS IMAGE AS WELL AS WITH ITS GRIEVANCES AND DEMANDS. (JM)

ACCESSION NUMBER: ED096825

PUBLICATION DATE: NOV 72

TITLE: THE BASIS FOR A CROSSLINGUISTIC TYPOLOGY OF MOTION/LOCATION, PART I. WORKING PAPERS ON LANGUAGE UNIVERSALS, NO. 9.

PERSONAL AUTHOR: TALMY, LEONARD

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *DEEP STRUCTURE; LINGUISTIC PATTERNS; LINGUISTIC THEORY; *SEMANTICS; *SURFACE STRUCTURE; *SYNTAX

IDENTIFIER: *ATSUGEWI

DESCRIPTIVE NOTE: 78P.

A PUTATIVELY-UNIVERSAL, DEEP-SEMANTIC AND -SYNTACTIC REPRESENTATION OF MOTION AND LOCATION IS PRESENTED. THE MOST CHARACTERISTIC PATTERNS FOR DERIVING THIS REPRESENTATION TO THE SURFACE IN ENGLISH ON THE ONE HAND AND IN ATSUGEWI (A HOKAN INDIAN LANGUAGE) ON THE OTHER ARE THEN PRESENTED AND COMPARED. (AUTHOR)

114

ACCESSION NUMBER: ED096949

PUBLICATION DATE: AUG 73

TITLE: AN APPROACH TO BIBLIOGRAPHIC CONTROL OF MATERIALS RELATING TO INDIANS OF THE UNITED STATES.

PERSONAL AUTHOR: STUVER, MARIE TYLER

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; *CATALOGING; INFORMATION SOURCES; RESEARCH METHODOLOGY; STATE OF THE ART REVIEWS

DESCRIPTIVE NOTE: 27P.; MASTER'S PROJECT, BRIGHAM YOUNG UNIVERSITY

DESPITE THE PROLIFIC AMOUNT OF BIBLIOGRAPHICAL SOURCES ON THE INDIANS OF THE UNITED STATES, THERE IS LITTLE OR NO BIBLIOGRAPHIC CONTROL OF THE SUBJECT. THE BIBLIOGRAPHICAL SOURCES EXISTING ON THE SUBJECT OF INDIANS OF THE UNITED STATES DO NOT CONSTITUTE BIBLIOGRAPHIC CONTROL, BUT COULD BE USED IN SETTING UP A SYSTEM FOR THE CONTROL OF THESE MATERIALS. THE STUDY WAS MADE FROM A REVIEW OF THE LITERATURE AND AN EXAMINATION OF EXISTING BIBLIOGRAPHICAL SOURCES FOR MATERIALS ON THE INDIANS OF THE UNITED STATES. A LIST OF SUCH SOURCES IS INCLUDED. (AUTHOR/LS)

ACCESSION NUMBER: ED097113

PUBLICATION DATE: APR 74

TITLE: PARENT TRAINING AND UTILIZATION OF KNOWLEDGE FROM RESEARCH ON COGNITIVE SOCIALIZATION.

PERSONAL AUTHOR: HENDERSON, RONALD W.; SWANSON, ROSEMARY

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; COGNITIVE DEVELOPMENT; *ELEMENTARY SCHOOL STUDENTS; *INQUIRY TRAINING; *INTERVENTION; PARAPROFESSIONAL SCHOOL PERSONNEL; *PARENT PARTICIPATION; QUESTIONING TECHNIQUES; ROLE MODELS; SOCIALIZATION; TRAINING TECHNIQUES

DESCRIPTIVE NOTE: 27P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (59TH, CHICAGO, ILLINOIS, APRIL 1974)

AMERICAN INDIAN PARAPROFESSIONALS WERE TRAINED TO TEACH PARENTS TO USE SOCIAL LEARNING PRINCIPLES TO DEVELOP QUESTION-ASKING SKILLS IN THEIR FIRST-GRADE CHILDREN. SUBJECTS WERE ASSIGNED TO THREE TREATMENT GROUPS OF 10 SUBJECTS EACH FOR A TIME LAG CONTROL FORM OF MULTIPLE BASELINE DESIGN. TWO HYPOTHESES WERE TESTED: (1) INSTRUCTION BY PARENTS WOULD RESULT IN INCREASES IN QUESTION-ASKING OVER THE DURATION OF THE STUDY, AND (2) FOLLOWING EACH INTERVENTION PERIOD, TREATED GROUPS WOULD PERFORM BETTER THAN UNTREATED GROUPS. BOTH HYPOTHESES WERE CONFIRMED. "A PRIORI" ORTHOGONAL T-TEST COMPARISONS WERE ALL SIGNIFICANT BEYOND .01. VARIABLES RELATING TO INDIVIDUAL DIFFERENCES IN RESPONSE TO INSTRUCTION WERE ALSO STUDIED. (AUTHOR/CS)

ACCESSION NUMBER: ED097133

PUBLICATION DATE: MAY 74

TITLE: PINE RIDGE RESERVATION ASSESSMENT OF EDUCATIONAL NEEDS.

PERSONAL AUTHOR: ANDERSON, BEVERLY L.

DESCRIPTOR: AMERICAN INDIANS; COMMUNITY SURVEYS; *DAILY LIVING SKILLS; *EDUCATIONAL ASSESSMENT; EDUCATIONAL NEEDS; FUTURES (OF SOCIETY); *OBJECTIVES; PARENT ATTITUDES; QUESTIONNAIRES; *RESERVATIONS (INDIAN); *SCHOOL COMMUNITY RELATIONSHIP; STUDENT ATTITUDES; TEACHER ATTITUDES

IDENTIFIER: *PINE RIDGE RESERVATION NEEDS ASSESSMENT

DESCRIPTIVE NOTE: 18P.

THE METHODS USED TO DETERMINE THE EDUCATIONAL NEEDS AND GOALS OF THE PINE RIDGE RESERVATION (SOUTH DAKOTA) ARE DESCRIBED IN THIS ARTICLE. THE DEVELOPMENT AND ASSESSMENT OF A QUESTIONNAIRE INVOLVED SCHOOL BOARDS, ADMINISTRATORS, THE BUREAU OF INDIAN AFFAIRS EDUCATIONAL ADMINISTRATOR, TEACHERS, STUDENTS, PARENTS, AND OTHER INTERESTED COMMUNITY MEMBERS. ADMINISTERED BY MANY OF THESE SAME PEOPLE (IN THE LAKOTA LANGUAGE IF NECESSARY), THE FINAL NEEDS QUESTIONNAIRE NOT ONLY DETERMINED EDUCATIONAL PRIORITIES, BUT ALSO STRENGTHENED SCHOOL-COMMUNITY RELATIONSHIP. EACH COMMUNITY AND GROUP WITHIN EACH COMMUNITY WERE ANALYZED; COMPARISONS WERE MADE OF INDIAN VERSUS NON-INDIAN PRIORITIES; AND SIGNIFICANT DIFFERENCES AMONG GROUP PRIORITIES WERE GIVEN. THE 11 GOAL AREAS (TOTAL SURVEY RESULTS) LISTED FROM MOST TO LEAST IMPORTANT BASED ON THE AVERAGE RANKING GIVEN ARE SHOWN. SIGNIFICANT DIFFERENCES WERE SHOWN IN THE TOP FIVE GOALS. ITEMIZED IN PRIORITY ORDER THESE WERE: (1) PARENTS--CONTINUING EDUCATION, COMMUNICATION SKILLS, CITIZENSHIP PREPARATION, CULTURAL HERITAGE, VALUES; (2) STUDENTS--CONTINUING EDUCATION, COMMUNICATION SKILLS, JOB PREPARATION, CITIZENSHIP PREPARATION, CULTURAL HERITAGE; (3) TEACHERS--COMMUNICATION SKILLS, VALUES, PEOPLE RELATIONSHIPS, JOB PREPARATION, CITIZENSHIP PREPARATION. THE CRITICAL STEP IN THE ASSESSMENT WAS THE UTILIZATION OF THE FINDINGS IN THE DAILY PROCESS OF THE SCHOOLS. MANY ALTERNATIVE APPROACHES WERE POSSIBLE, AND EACH SCHOOL HAD TO DETERMINE WHAT WAS MOST APPROPRIATE FOR IT. THE NEEDS ASSESSMENT QUESTIONNAIRE CONCLUDED THE DOCUMENT. (AH)

JOURNAL CITATION: BIA EDUCATION RESEARCH BULLETIN; V3 N2 P34-47 MAY 1974

ACCESSION NUMBER: ED097145

PUBLICATION DATE: 73

TITLE: IMPACTE: A DESCRIPTIVE REPORT AND EVALUATION OF THE FIRST 18 MONTHS. INDIAN AND METIS PROJECT FOR CAREERS THROUGH TEACHER EDUCATION .

PERSONAL AUTHOR: SIMON, ROGER I., COMP.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CAREER EDUCATION; CHANGE STRATEGIES; CURRICULUM DEVELOPMENT; PROBLEM SOLVING; PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; *SELF EVALUATION; *TEACHER EDUCATION

DESCRIPTIVE NOTE: 75P.

THE IMPACTE PROJECT (INDIAN AND METIS PROJECT FOR CAREERS THROUGH TEACHER EDUCATION), INITIATED IN AUGUST 1971, AIMED TO: (1) TRAIN NATIVE TEACHERS WITHIN THE FRAMEWORK OF THE REGULAR CERTIFICATION PROGRAM AT THE FACULTY OF EDUCATION, BRANDON UNIVERSITY (MANITOBA, CANADA) AND (2) PROVIDE A NEW "CAREER LADDER" FOR INDIAN AND METIS PEOPLE. OF THE 53 TREATY AND NON-TREATY NATIVE STUDENTS WHO ENTERED THE PROGRAM IN 1971, 32 PERCENT DROPPED OUT THE FIRST YEAR. OF PRIME IMPORTANCE WAS THE FACT THAT IMPACTE HAD SHOWN AN ABILITY TO IDENTIFY AND COPE WITH ITS OWN PROBLEMS; THEREFORE, CONTINUED FUNDING AND SUPPORT FOR IMPACTE WAS WELL JUSTIFIED. THIS FIRST EVALUATIVE REPORT CONCENTRATES ON DESCRIPTIVE DIAGNOSTIC INFORMATION ABOUT INTERNAL OPERATIONS WHICH PROVIDED THE ADMINISTRATION WITH FEEDBACK ABOUT POSITIVE AND NEGATIVE FEATURES OF THE PROGRAM'S FIRST YEAR. GIVEN IN THE REPORT'S THREE SECTIONS ARE: A DESCRIPTION OF PROGRAM OBJECTIVES, ASSUMPTIONS, AND ORGANIZATIONAL STRUCTURE; A REPORT OF AN INDEPENDENT EVALUATION OF THE FIRST YEAR; AND A DESCRIPTION OF PROGRAM CHANGES IN THE SECOND YEAR WHICH HAVE ATTEMPTED TO SOLVE SOME OF THE PROBLEMS RAISED BY THE EVALUATION. THE APPENDIXES CONSIST OF STUDENT PROFILES, BAR GRAPHS TO HIGHLIGHT OR SUPPLEMENT INFORMATION CONTAINED IN THE PROFILES, AND COMMENTS FROM TEACHERS AND PRINCIPALS. (NQ)

ACCESSION NUMBER: ED097154

PUBLICATION DATE: MAR 74

TITLE: A RESOURCE GUIDE ON INDIAN ARTS AND CRAFTS FOR ELEMENTARY AND SECONDARY TEACHERS.

PERSONAL AUTHOR: FAGOT, MADELEINE

DESCRIPTOR: *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES; *ART; ART EXPRESSION; BOOKLISTS; CHARTS; CITATION INDEXES; ELEMENTARY SCHOOL TEACHERS; FILMS; FILMSTRIPS; *HANDICRAFTS; *INSTRUCTIONAL MATERIALS; MAPS; PERIODICALS; REFERENCE MATERIALS; *RESOURCE GUIDES; SECONDARY SCHOOL TEACHERS; TRIBES; VISUAL AIDS

DESCRIPTIVE NOTE: 56P.

AMERICAN INDIAN ARTS AND CRAFTS REFERENCE MATERIALS (PUBLISHED 1923-1973) ARE LISTED IN THIS ANNOTATED RESOURCE GUIDE FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS. APPROXIMATELY 260 LISTINGS ARE GIVEN FOR: BOOKS, FILMS AND FILMSTRIPS, MAPS AND CHARTS, PICTURE SETS, MAGAZINES, BIBLIOGRAPHIES AND INDEXES, SLIDE KITS, TRANSPARENCIES, DISTRIBUTOR'S ADDRESSES, ADDRESSES FOR SUPPLIES, AND PLACES TO WRITE FOR MORE INFORMATION. INCLUDED IS A SUBJECT INDEX TO THE BOOK SECTION. AMONG THE SUBJECT AREAS COVERED ARE SANDPAINTING, WEAVING, SILVERSMITHING, MUSIC, POTTERY, AND MANY OTHER INDIAN ART OR CRAFT FORMS UNIQUE TO SPECIFIC TRIBES OR TO THE AMERICAN INDIAN IN GENERAL. (AH)

AVAILABILITY: CENTER FOR INDIAN EDUCATION, FARMER COLLEGE OF EDUCATION BLDG., ROOM 417, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA 85281 ($1.50)

ACCESSION NUMBER: ED097159

PUBLICATION DATE: 74

TITLE: CULTURAL INFLUENCES IN ALASKAN NATIVE EDUCATION.

PERSONAL AUTHOR: ORVIK, JAMES, ED.; BARNHARDT, RAY, ED.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; COMMUNICATION (THOUGHT TRANSFER); *CROSS CULTURAL STUDIES; CULTURAL AWARENESS; EDUCATIONAL ANTHROPOLOGY; EDUCATIONAL INNOVATION; EDUCATIONAL NEEDS; *EFFECTIVE TEACHING; ESKIMOS; *SPEECHES; TEACHER BEHAVIOR; TEACHING METHODS

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 94P.; PAPERS PRESENTED AT A SYMPOSIUM ON "CULTURAL INFLUENCES IN ALASKAN NATIVE EDUCATION," AT THE ANNUAL MEETING OF THE SOCIETY FOR APPLIED ANTHROPOLOGY (TUSCON, ARIZONA, APRIL 1973)

THESE PAPERS WERE ORIGINALLY PRESENTED AT THE SYMPOSIUM ON "CULTURAL INFLUENCES IN ALASKAN NATIVE EDUCATION", WHICH WAS HELD IN CONJUNCTION WITH THE ANNUAL MEETING OF THE SOCIETY FOR APPLIED ANTHROPOLOGY IN TUCSON, ARIZONA, APRIL 13, 1973. THE NINE PAPERS DESCRIBE SOME OF THE RECENT EFFORTS TO BETTER UNDERSTAND AND BUILD ON THE DIVERSE CULTURAL RESOURCES EMBODIED IN THE PEOPLE OF ALASKA. TOPICS COVER: (1) A BROAD PERSPECTIVE OF THE PROMINANT ISSUES OF EDUCATION IN ALASKA; (2) SOME ISSUES OF TEACHING PRACTICES AND BEHAVIOR; (3) THE INFORMAL ASPECTS IN THE ANALYSIS OF CROSS-CULTURAL TEACHING; (4) BILINGUAL EDUCATION--A SIGNIFICANT FORCE IN THE PUSH FOR GREATER CULTURAL SENSITIVITY IN SCHOOLS; (5) CROSS-CULTURAL COMMUNICATION WITHIN THE SPHERE OF EDUCATIONAL PROGRAM DEVELOPMENT AND THE POLITICS OF EDUCATIONAL CONTROL; AND (6) A THEORETICAL PERSPECTIVE ANALYZING THE POTENTIAL CONTRIBUTIONS OF ANTHROPOLOGY TO CROSS-CULTURAL UNDERSTANDING. (AH)

ACCESSION NUMBER: ED097160

PUBLICATION DATE: MAR 74

TITLE: A TRAINING MANUAL FOR ADVISORY SCHOOL BOARDS IN ALASKA.

PERSONAL AUTHOR: WOLFE, WENDELL W., ED.

DESCRIPTOR: *AMERICAN INDIANS; *BOARD OF EDUCATION ROLE; BOARDS OF EDUCATION; EDUCATIONAL DEVELOPMENT; ESKIMOS; LEADERS GUIDES; *LEADERSHIP TRAINING; *RURAL EDUCATION; SCHOOL COMMUNITY RELATIONSHIP; SCHOOL DISTRICT AUTONOMY; *STATE SCHOOL DISTRICT RELATIONSHIP

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 68P.

THE PUBLICATION, A TRAINING MANUAL FOR RURAL ADVISORY SCHOOL BOARDS, WAS DEVELOPED BY THE ALASKA STATE-OPERATED SCHOOL SYSTEM (ASOSS) AND THE CENTER FOR NORTHERN EDUCATIONAL RESEARCH. IT IS A TANGIBLE DEMONSTRATION THAT EDUCATIONAL OFFICIALS AND POLICY MAKERS AT THE STATE LEVEL ARE ACTIVELY SEEKING WAYS TO ENCOURAGE LOCAL VILLAGE RESIDENTS TO ACQUIRE THE SKILLS NECESSARY TO ASSUME FULL OPERATIONAL RESPONSIBILITY FOR THEIR SCHOOLS. THE POSITION OF THE BOARD OF DIRECTORS OF ASOSS IS THAT THE BOARD'S RESPONSIBILITIES ARE TRANSITIONAL AND THAT ALL RURAL ALASKAN SCHOOLS NEED TO BE ORGANIZED ON A LOCAL AND REGIONAL BASIS AS SOON AS POSSIBLE. THE TRAINING MANUAL IS DIVIDED INTO THREE SECTIONS: (1) ORGANIZATION AND ADMINISTRATION--STATE AND FEDERAL ROLES, LEGISLATION, STATE BOARD OF EDUCATION ROLE, AND OTHER STATE RESPONSIBILITIES; (2) SCHOOL BOARD ORGANIZATION--LOCAL ORGANIZATION, MEETINGS, EDUCATIONAL PHILOSOPHY, BOARD POLICY, PROGRAM EVALUATION, SCHOOL BOARD-COMMUNITY RELATIONSHIPS, SCHOOL BOARD PERSONNEL RELATIONSHIPS, AND SCHOOL BOARD AND RELATED ORGANIZATIONS; AND (3) OTHER SCHOOL BOARD RESPONSIBILITIES--BUDGETING AND BUILDINGS. MANY PICTURES ARE INCLUDED; A BIBLIOGRAPHY AND INDEX CONCLUDE THE DOCUMENT. (AH)

ACCESSION NUMBER: ED097163

PUBLICATION DATE: MAR 73

TITLE: AN INTRODUCTION TO THE ALASKA DEPARTMENT OF EDUCATION AND INFORMATION ON PEOPLE, GOVERNMENT, HISTORY, GEOGRAPHY.

PERSONAL AUTHOR: GRIESER, CHRIS, ED.

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; BILINGUAL EDUCATION; BOARDING SCHOOLS; CORRESPONDENCE STUDY; CURRICULUM DEVELOPMENT; ECONOMIC FACTORS; *EDUCATIONAL NEEDS; *EDUCATIONAL PROGRAMS; ESKIMOS; HIGHER EDUCATION; HISTORY; PHYSICAL DIVISIONS (GEOGRAPHIC); *RURAL SCHOOLS; *SCHOOL DISTRICTS; SMALL SCHOOLS; STATE GOVERNMENT; VOCATIONAL EDUCATION

IDENTIFIER: *ALASKA; ALEUTS

DESCRIPTIVE NOTE: 32P.; FOR RELATED DOCUMENT, SEE ED 034 624

THE LARGE NUMBER OF REQUESTS FOR GENERAL INFORMATION ON ALASKA HAS RESULTED IN THE COMPILATION OF THIS BOOKLET. ALASKA'S SCHOOL SYSTEM IS MADE UP OF DISTRICT SCHOOLS AND STATE-OPERATED SCHOOLS. THE 29 SCHOOL DISTRICTS (CONTROLLED BY THE LOCAL SCHOOL BOARDS) VARY IN SIZE FROM 40 PUPILS WITH 4 TEACHERS TO 34,000 PUPILS WITH 1,500 TEACHERS. BOARDING HIGH SCHOOLS, BOARDING HOME PROGRAMS, CORRESPONDENCE STUDY, ADULT EDUCATION, BUREAU OF INDIAN AFFAIRS' ROLE IN EDUCATION, INSTITUTIONS OF HIGHER LEARNING, AND TEACHERS ARE DISCUSSED. PROGRAMS TO MEET THE NEEDS OF THE ALASKAN STUDENT HAVE BEEN DEVELOPED BY ALASKAN EDUCATORS THROUGH CURRICULUM MATERIALS BASED ON SETTINGS AND EVENTS FAMILIAR TO THESE STUDENTS. A HISTORICAL SKETCH OF ALASKA AND ITS PRESENT ECONOMY AND GOVERNMENT ARE INCLUDED. THE GEOGRAPHIC DIVISION OF ALASKA AND THE DISTRIBUTION OF ESKIMOS, AMERICAN INDIANS, AND ALEUTS ARE DESCRIBED. LISTS OF FACTS AND FIGURES, HISTORICAL MILESTONES, INFORMATION SOURCES, AND MISCELLANEOUS INFORMATION CONCLUDE THE BOOKLET. (AH)

ACCESSION NUMBER: ED097170

PUBLICATION DATE: 71

TITLE: INDIAN EDUCATION: STATE OF IDAHO JOHNSON-O'MALLEY PROGRAM, ANNUAL REPORT, 1970-1971.

PERSONAL AUTHOR: SNOW, MAX

DESCRIPTOR: *AMERICAN INDIANS; ANNUAL REPORTS; ATTENDANCE; COUNSELING SERVICES; CULTURAL AWARENESS; CURRICULUM DEVELOPMENT; *EDUCATION; EDUCATIONAL ACCOUNTABILITY; ENROLLMENT; EXPENDITURES; *FEDERAL PROGRAMS; KINDERGARTEN; LUNCH PROGRAMS; STATE DEPARTMENTS OF EDUCATION; *STATE FEDERAL AID; *TABLES (DATA); TEACHERS; TRANSPORTATION; WORKSHOPS

IDENTIFIER: IDAHO; *JOHNSON O MALLEY ACT; JOM

DESCRIPTIVE NOTE: 35P.; FOR RELATED DOCUMENTS, SEE ED 051 929 AND RC 008 179-181

THE 1970-71 REPORT TO THE BUREAU OF INDIAN AFFAIRS (BIA) CONTAINS INFORMATION RELATIVE TO THE CONTRACT OF THE STATE OF IDAHO WITH THE UNITED STATES GOVERNMENT FOR JOHNSON-O'MALLEY (JOM) FUNDS TO EDUCATE AMERICAN INDIANS IN IDAHO. THE METHODS OF FINANCING ARE GIVEN, AND THE STATE FOUNDATION PROGRAM IS DESCRIBED. JOM FUNDS AND THE INDIAN EDUCATION PROGRAM AFFECT 14 DISTRICTS AND ARE SET UP TO: (1) ASSIST PUBLIC SCHOOLS WITH CATEGORICAL GRANTS-IN-AID; (2) ENCOURAGE NEW PROGRAMS AND APPROACHES TO LEARNING AND TEACHING; (3) BRING ABOUT UNDERSTANDING AND COMMUNICATION BETWEEN SCHOOL AND COMMUNITY; (4) PROVIDE INSERVICE TRAINING FOR TEACHERS AND TEACHER AIDES; AND (5) MAKE POSSIBLE PARTICIPATION OF ALL AMERICAN INDIAN STUDENTS IN SCHOOL ACTIVITIES AND PROGRAMS BY PROVIDING FUNDS TO SCHOOLS, TAKING CARE OF COSTS AND FEES NORMALLY PAID BY PARENTS. THESE JOM FUNDS ARE BRINGING MORE OF THE AMERICAN INDIAN CULTURE AND HERITAGE INTO THE SCHOOL CURRICULUM AND TEXTS; UPGRADING LIBRARIES; EMPLOYING COUNSELORS; PROVIDING KINDERGARTENS; BROADENING EXTRA-CURRICULAR ACTIVITIES (CLUBS, TOURS); AND PROVIDING OTHER SERVICES FOR THE AMERICAN INDIAN STUDENT. THE MAJORITY OF THE DOCUMENT IS COMPRISED OF STATISTICAL TABLES AND DATA THAT COVER SUCH AREAS AS STATE AND JOM ENROLLMENT, TRANSPORTATION, ATTENDANCE, SCHOOL LUNCHES, PUBLIC LAW 874, AND JOM FINANCIAL REPORTS FOR THE STATE AND FOR EACH SCHOOL DISTRICT. (AH)

ACCESSION NUMBER: ED097171

PUBLICATION DATE: 72

TITLE: INDIAN EDUCATION; STATE OF IDAHO JOHNSON-O'MALLEY PROGRAM. ANNUAL REPORT, 1971-1972.

PERSONAL AUTHOR: SNOW, MAX

DESCRIPTOR: *AMERICAN INDIANS; ANNUAL REPORTS; ATTENDANCE; COUNSELING; CURRICULUM DEVELOPMENT; EDUCATIONAL ACCOUNTABILITY; *EDUCATIONAL INNOVATION; ENRICHMENT PROGRAMS; ENROLLMENT; *FEDERAL PROGRAMS; INSERVICE TEACHER EDUCATION; KINDERGARTEN; LUNCH PROGRAMS; SCHOOL COMMUNITY RELATIONSHIP; *STATE FEDERAL AID; SUMMER PROGRAMS; *TABLES (DATA)

IDENTIFIER: IDAHO; *JOHNSON O MALLEY ACT; JOM

DESCRIPTIVE NOTE: 25P.; FOR RELATED DOCUMENTS, SEE ED 051 929 AND RC 008 178-181

IN COMPLIANCE WITH FEDERAL REGULATIONS, THE STATE OF IDAHO SUBMITTED THIS 1971-72 ANNUAL REPORT TO THE BUREAU OF INDIAN AFFAIRS REGARDING THEIR EDUCATIONAL FUNDS UNDER THE JOHNSON-O'MALLEY (JOM) PROGRAM. SUPPORT FOR THE EDUCATION OF PUBLIC SCHOOL STUDENTS IS PROVIDED BY THE STATE FOUNDATION PROGRAM. JOM FUNDS AND THE INDIAN EDUCATION PROGRAM AFFECT 14 SCHOOL DISTRICTS. THE MAJOR OBJECTIVES OF THE IDAHO INDIAN EDUCATION PROGRAM WERE TO: (1) ASSIST PUBLIC SCHOOLS WITH CATEGORICAL GRANTS-IN-AID; (2) ENCOURAGE NEW PROGRAMS AND APPROACHES TO LEARNING AND TEACHING; (3) BRING ABOUT BETTER UNDERSTANDING AND COMMUNICATION BETWEEN THE SCHOOL AND COMMUNITY; (4) PROVIDE INSERVICE TRAINING FOR TEACHERS AND TEACHER AIDES; (5) MAKE POSSIBLE THE PARTICIPATION OF ALL INDIAN STUDENTS IN SCHOOL ACTIVITIES AND PROGRAMS BY PROVIDING FUNDS TO SCHOOLS FOR COSTS AND FEES NORMALLY PAID BY PARENTS. JOM FUNDS HAVE HELPED TO PROVIDE THE EXPENSES OF KINDERGARTENS, SUMMER PROGRAMS, WORKSHOPS FOR TEACHERS, AND MANY OTHER SPECIAL PROGRAMS THAT STATE FUNDING ALONE COULD NOT PROVIDE. NEW LEGISLATION THAT TOOK OVER MOST OF THE FUNDING OF THE LUNCH PROGRAM LEFT THE JOM LUNCH FUNDS TO BE CHANNELED INTO OTHER SPECIAL PROGRAMS. STATISTICAL TABLES AND CHARTS COVERING SUCH ITEMS AS ENROLLMENT AND TRANSPORTATION, ATTENDANCE, SCHOOL DISTRICT TAX LEVIES, DROP OUT RATE, AND JOM FINANCIAL REPORTS FOR THE STATE AND THE SCHOOL DISTRICTS COMPRISE THE MAJORITY OF THE DOCUMENT. (AH)

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ACCESSION NUMBER: ED097172

PUBLICATION DATE: 73

TITLE: INDIAN EDUCATION: STATE OF IDAHO JOHNSON-O'MALLEY PROGRAM. ANNUAL REPORT, 1972-73.

DESCRIPTOR: *ADVISORY COMMITTEES; *AMERICAN INDIANS; ANNUAL REPORTS; COCURRICULAR ACTIVITIES; EDUCATIONAL INNOVATION; EDUCATIONAL RESPONSIBILITY; *ENRICHMENT PROGRAMS; *FEDERAL PROGRAMS; INSERVICE TEACHER EDUCATION; PARENT SCHOOL RELATIONSHIP; SCHOOL COMMUNITY RELATIONSHIP; SCHOOL DISTRICT AUTONOMY; STATE FEDERAL AID; SUMMER PROGRAMS; *TABLES (DATA)

IDENTIFIER: IDAHO; *JOHNSON O MALLEY ACT; JOM

DESCRIPTIVE NOTE: 29P.; FOR RELATED DOCUMENTS, SEE ED 051 929 AND RC 008 178-181

THE STATE OF IDAHO SUBMITTED THIS 1972-73 ANNUAL REPORT TO THE BUREAU OF INDIAN AFFAIRS IN COMPLIANCE WITH FEDERAL REGULATIONS GOVERNING JOHNSON-O'MALLEY (JOM) FUNDING. THERE HAS BEEN A DRASTIC DECREASE IN THE USE OF JOM FUNDS FOR BASIC SCHOOL SUPPORT DUE TO P.L. 874 AND LOCAL FUNDS PROVIDED FOR INDIAN EDUCATION. DISTRICT ADMINISTRATORS, WORKING WITH THE JOM PARENT ADVISORY COMMITTEES, HAVE PROVIDED SPECIAL PROGRAMS AND ACTIVITIES DESIGNED TO BENEFIT THE INDIAN CHILDREN. ONGOING JOM PROGRAMS INCLUDED SUMMER WORKSHOPS FOR TEACHERS AND AIDES, KINDERGARTENS, SUMMER TOURS, AND OTHER ACTIVITIES DESIGNED TO SOLVE PROBLEMS GENERALLY PECULIAR TO INDIAN CHILDREN. PROBLEMS FACED BY TRUSTEES AND ADMINISTRATORS IN SCHOOL DISTRICTS EDUCATING INDIAN CHILDREN FELL GENERALLY WITHIN THE CATEGORIES OF: PARENTAL PERMISSIVENESS; DIRECTION; COMMUNICATION BREAKDOWN; STUDENT ATTITUDE, BEHAVIOR, ATTENDANCE, AND SELF-IMAGE; RESPONSIBILITY AND FUNCTION OF TRUSTEES, ADMINISTRATORS, AND FACULTY; AND OTHER HOME-SCHOOL-COMMUNITY RELATED PROBLEMS. SOME SUGGESTED GOALS TO INHANCE THE PRESENT PROGRAMS WERE THE CONTINUATION AND EXPANSION OF FINANCIAL AID FOR SUMMER WORKSHOPS, PROVISION OF FUNDS FOR INSERVICE TRAINING, DEVELOPMENT OF "ON RESERVATION" PROGRAMS FOR PARENTS AND CHILDREN TO EXPLAIN THE PUBLIC SCHOOL OPERATION AND PARENTAL RESPONSIBILITY, ETC. THE MAJORITY OF THE DOCUMENT IS MADE UP OF STATISTICAL TABLES AND CHARTS FOR STATE AND JOM FINANCIAL ASSISTANCE, ATTENDANCE, TRANSPORTATION, ENROLLMENT, SCHOOL LUNCHES, AND TAX LEVIES. (AH)

ACCESSION NUMBER: ED097173

PUBLICATION DATE: 74

TITLE: INDIAN EDUCATION; STATE OF IDAHO JOHNSON-O'MALLEY PROGRAM. ANNUAL REPORT, 1973-1974.

DESCRIPTOR: *ADVISORY COMMITTEES; *AMERICAN INDIANS; ANNUAL REPORTS; COCURRICULAR ACTIVITIES; EDUCATIONAL ADMINISTRATION; EDUCATIONAL INNOVATION; *ENRICHMENT PROGRAMS; *FEDERAL PROGRAMS; PARENT RESPONSIBILITY; PROGRAM EVALUATION; *SCHOOL COMMUNITY RELATIONSHIP; SCHOOL DISTRICT AUTONOMY; STATE BOARDS OF EDUCATION; STATE FEDERAL AID; TABLES (DATA)

IDENTIFIER: IDAHO; *JOHNSON O MALLEY ACT; JOM

DESCRIPTIVE NOTE: 56P.; FOR RELATED DOCUMENTS SEE ED 051 929 AND RC 008 178-180

THE 1973-74 IDAHO STATE ANNUAL REPORT TO THE BUREAU OF INDIAN AFFAIRS (BIA) WAS SUBMITTED IN COMPLIANCE WITH FEDERAL REGULATIONS GOVERNING JOHNSON-O'MALLEY (JOM) FUNDS. PROGRAM ACCOMPLISHMENTS DISCUSSED FELL INTO FOUR CATEGORIES: (1) CREATION OF A STATE ADVISORY COUNCIL FOR INDIAN EDUCATION; (2) EARLY COMPLETION OF CONTRACT NEGOTIATIONS; (3) EMPLOYMENT OF A PROFESSIONAL EDUCATOR TO ASSIST WITH THE ADMINISTRATION OF THE PROGRAM IN THE NORTHERN PART OF THE STATE; AND (4) IMPROVED REPORTING PROCEDURES FOR EXPENDITURES FROM JOM FUNDS. MAJOR OBJECTIVES FOR THE 14 DISTRICTS UNDER JOM FUNDING WERE NOT REVISED OR EVALUATED FORMALLY, BUT THEY APPEARED TO BE SUCCESSFUL (ACCORDING TO THE DISTRICT REPORTS). SPECIAL EDUCATIONAL ACTIVITIES FUNDED UNDER JOM WERE DIRECTED TOWARD PROVIDING EVERY INDIAN CHILD WITH THE OPPORTUNITY TO DEVELOP HIS POTENTIAL. THE REPORT CONSISTED OF FOUR SECTIONS: (A) THE NARRATIVE, WHICH REPORTED THE ACCOMPLISHMENTS, DIFFICULTIES ENCOUNTERED, AND PLANS FOR NEXT YEAR'S OPERATION; (B) SCHOOL ENROLLMENT DATA FOR ALL PARTICIPATING DISTRICTS; (C) FINANCIAL INFORMATION WHICH INCLUDED STATE AND LOCAL DISTRICTS EXPENDITURES; AND (D) MISCELLANEOUS INFORMATION CONCERNING THE PROGRAMS IN THE INDIVIDUAL SCHOOL DISTRICTS WHICH WERE SUPPORTED BY THE JOM PROGRAM. THE INFORMATION IN SECTION D IS BRIEF AND WAS TAKEN FROM THE REPORTS SUBMITTED BY THE LOCAL DISTRICTS OR REPRESENTS THE ITEMS CONSIDERED MOST PERTINENT BY PERSONNEL OF THE STATE DEPARTMENT OF EDUCATION. (AH)

126

ACCESSION NUMBER: ED097175

PUBLICATION DATE: FEB 74

TITLE: STUDENT RIGHTS AND RESPONSIBILITIES. A REVIEW OF THE DRAFT OF PROGRAM GUIDELINES. RESEARCH AND EVALUATION REPORT SERIES NO. 25-A.

DESCRIPTOR: *AMERICAN INDIANS; *FEDERAL PROGRAMS; *GUIDELINES; SCHOOL POLICY; *STUDENT RESPONSIBILITY; *STUDENT RIGHTS; STUDENT SCHOOL RELATIONSHIP

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS SCHOOLS

DESCRIPTIVE NOTE: 35P.; FOR RELATED DOCUMENTS, SEE ED 083 538-539

THE BUREAU OF INDIAN AFFAIRS (BIA) HAS UNDERTAKEN A GENERAL PROGRAM DEVELOPMENT ACTIVITY IN THE AREA OF STUDENT RIGHTS AND RESPONSIBILITIES. IN AUGUST 1973 A COMMITTEE OF PROFESSIONAL EDUCATORS WAS APPOINTED TO DEVELOP GUIDELINES FOR THE STUDENT RIGHTS AND RESPONSIBILITIES PROGRAM. DURING DECEMBER 1973 AND JANUARY 1974, THE DRAFT OF THE GUIDELINES WAS CIRCULATED TO 195 BIA SCHOOLS, THE 12 AREA OFFICES, WHO DISTRIBUTED IT TO TRIBAL LEADERS, THE AMERICAN INDIAN LAW STUDENTS ASSOCIATION AT THE UNIVERSITY OF NEW MEXICO, AND THE NATIONAL INDIAN YOUTH COUNCIL. ITEMS USED TO ELICT RESPONSE WERE: SUGGESTED CHANGES AND ADDITIONS, WEAKEST FEATURES, STRONGEST FEATURES, AND GENERAL COMMENTS. THIS REPORT IS IMPORTANT TO THE TOTAL THRUST IN THE STUDENT RIGHTS AND RESPONSIBILITIES PROGRAM SINCE IT SHOWS THAT EACH STEP OF THE PROGRAM'S DEVELOPMENT WAS REVIEWED IN SOME FORM OR ANOTHER AT THE GRASSROOTS LEVEL OF EDUCATION. A BRIEF ANALYSIS OF REACTIONS TO THE DRAFT GUIDELINES, A COPY OF THE INSTRUMENT USED RELATIVE TO THE REVIEW, ACTUAL COMMENTS, AND A COPY OF THE DRAFT ARE INCLUDED IN THIS REPORT. (NQ)

ACCESSION NUMBER: ED097176

PUBLICATION DATE: JUN 74

TITLE: EVALUATION OF AUTOMATED TEACHING SYSTEMS IN THREE ALASKAN SCHOOLS.

PERSONAL AUTHOR: HOLZMUELLER, DIANA

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ADULT EDUCATION; AMERICAN INDIANS; ATTITUDES; *AUTOINSTRUCTIONAL AIDS; *AUTOMATION; COMMUNICATION SKILLS; EDUCATIONAL INNOVATION; EDUCATIONAL TECHNOLOGY; HIGH SCHOOL STUDENTS; PROGRAM DESCRIPTIONS; *PROGRAMED INSTRUCTION; *RURAL SCHOOLS; *TEACHING METHODS; TECHNICAL EDUCATION; URBAN SCHOOLS

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 74P.

TWO AUTOMATED TEACHING SYSTEMS WERE EVALUATED IN ALASKA TO INDICATE THE PROBLEMS AND BENEFITS DERIVED FROM MODERN EDUCATIONAL TECHNOLOGY IN TWO RURAL SCHOOLS (TANANA STATE SCHOOL AND NENANA CITY SCHOOL) AND AN URBAN CAREER CENTER (THE ADULT CAREER DEVELOPMENT CENTER) DURING THE 1973-74 SCHOOL YEAR. INTERVIEWS, QUESTIONNAIRES, AND CLASSROOM OBSERVATIONS WERE USED TO COLLECT DATA ON THIS TEACHING METHOD COMPARED TO OTHERS AND THE APPLICABILITY OF THIS APPROACH TO RURAL STUDENTS. TEACHER AND STUDENT ATTITUDES TOWARD AUTOMATED TEACHING AS AN ALTERNATIVE WERE REFLECTED IN THE ANSWERS. THE BENEFITS OF AUTOMATED TEACHING WERE THAT AUTOMATED INSTRUCTION PROVIDED AN ALTERNATIVE WAY OF TEACHING; IT WAS AN INNOVATIVE APPROACH THAT MOTIVATED LOW ACHIEVERS, AND OFFERED THE MULTISENSORY STIMULATION, REPETITION, AND/OR DRILL NEEDED BY SOME STUDENTS. INDIVIDUALIZED, AS WELL AS LIMITED GROUP INSTRUCTION, FREED THE TEACHER TO HELP IN AREAS MOST NEEDED. THE SKILLS BEING TAUGHT WERE WELL PLANNED TO EXPOSE THE STUDENT THOROUGHLY TO THAT AREA AND CONTENT RELEVANT TO HIS INTERESTS. THE BIGGEST PROBLEMS FACED WERE BREAKDOWN OF EQUIPMENT AND TIME SPENT FOR COORDINATION OF AUDIO TO VISUAL. THE FINANCIAL EXPENSE OF PROGRAMS AND MACHINES WAS NOT CLOSELY EXAMINED SINCE EQUIPMENT WAS DONATED FOR THE USE DURING THE SCHOOL YEAR, BUT WHEN PLANNING FOR RURAL EDUCATION, ALL COSTS AND BENEFITS SHOULD BE EXAMINED CLOSELY TO FIND OUT IF AUTOMATED TEACHING IS EFFECTIVE IN MEETING RURAL STUDENTS' NEEDS FOR A REASONABLE EXPENDITURE. (NO)

ACCESSION NUMBER: ED097181

PUBLICATION DATE: JUN 73

TITLE: POPULATION PROFILES, VOL 2: 1970 DEMOGRAPHIC AND SOCIOECONOMIC PROFILES OF THE POPULATIONS OF WASHINGTON STATE SCHOOL DISTRICTS WITH OVER 400 STUDENTS.

PERSONAL AUTHOR: SHEPHERD, GEORGE

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; *CENSUS FIGURES; *DEMOGRAPHY; *EDUCATIONAL NEEDS; EDUCATIONAL PROGRAMS; NEGROES; SCHOOL DISTRICTS; *SOCIOECONOMIC BACKGROUND; SPANISH SPEAKING; STATE DEPARTMENTS OF EDUCATION; STATISTICAL DATA; *TABLES (DATA)

IDENTIFIER: *WASHINGTON

DESCRIPTIVE NOTE: 197P.

DEMOGRAPHIC AND SOCIOECONOMIC CHARACTERISTICS OF POPULATIONS RESIDENT IN THE 200 LARGER SCHOOL DISTRICTS IN THE STATE OF WASHINGTON ARE DELINEATED IN THIS SECOND IN A SERIES OF THREE REPORTS. THIS REPORT IS DESIGNED TO FURNISH DETAILED DEMOGRAPHIC ASPECTS OF SUCH DATA FOR THE STATE EDUCATIONAL PROGRAMS. TO IMPLEMENT THIS OBJECTIVE, TABULAR DEMOGRAPHIC AND SOCIOECONOMIC DATA FROM THE 1970 U.S. CENSUS HAVE BEEN PORTRAYED FOR EACH OF WASHINGTON'S 200 LARGEST SCHOOL DISTRICTS, AS WELL AS FOR THE STATE AS A WHOLE. PARTICULAR EMPHASIS HAS BEEN PLACED ON NEEDS ASSESSMENT DATA REQUIRED BY THE URBAN, RACIAL, AND RURAL DISADVANTAGED PROGRAMS OF THE OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION. THE DEMOGRAPHIC AND SOCIOECONOMIC PROFILES ARE ALSO DESIGNED TO BE OF VALUE IN ADMINISTERING OTHER CATEGORICAL AID PROGRAMS, AS WELL AS A WIDE VARIETY OF EDUCATIONAL AND CURRICULAR PROGRAMS. THE MAJORITY OF THE DOCUMENT IS COMPRISED OF TABULAR DATA AND CHARTS. (AUTHOR/AH)

ACCESSION NUMBER: ED097182

PUBLICATION DATE: SEP 73

TITLE: POPULATION PROFILES. VOL. 3: 1970 DEMOGRAPHIC AND SOCIOECONOMIC PROFILES OF THE POPULATIONS OF WASHINGTON STATE SCHOOL DISTRICTS WITH LESS THAN 400 STUDENTS.

PERSONAL AUTHOR: SHEPHERD, GEORGE

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; CENSUS FIGURES; DEFINITIONS; *DEMOGRAPHY; *EDUCATIONAL NEEDS; EDUCATIONAL PROGRAMS; NEGROES; POPULATION TRENDS; *SCHOOL DISTRICTS; *SMALL SCHOOLS; *SOCIOECONOMIC BACKGROUND; SPANISH SPEAKING; STATE DEPARTMENTS OF EDUCATION; STATISTICAL DATA; TABLES (DATA)

IDENTIFIER: *WASHINGTON

DESCRIPTIVE NOTE: 145P.

"POPULATION PROFILES, VOL. 3" CONTAINS MODIFICATIONS WHICH WERE MADE IN ORDER TO UPDATE THE SECOND VOLUME IN THIS TRILOGY. ADJUSTMENTS WERE ALSO MADE WHEN RESEARCH REVEALED MAJOR 1970 CENSUS REPORT INACCURACIES. DEMOGRAPHIC AND SOCIOECONOMIC CHARACTERISTICS OF THE POPULATIONS RESIDENT IN 114 SMALLER SCHOOL DISTRICTS IN WASHINGTON STATE ARE PRESENTED. DEMOGRAPHIC DATA FOR REFERENCE USE IN EDUCATIONAL PROGRAMS IN THE STATE ARE DETAILED. TABULAR DEMOGRAPHIC AND SOCIOECONOMIC DATA FROM THE 1970 U.S. CENSUS ARE GIVEN FOR EACH OF 114 SMALLER SCHOOL DISTRICTS, AS WELL AS THE STATE AS A WHOLE. PARTICULAR EMPHASIS IS PLACED ON NEEDS ASSESSMENT DATA REQUIRED BY THE URBAN, RACIAL, AND RURAL DISADVANTAGED PROGRAMS OF THE OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION. THE DEMOGRAPHIC AND SOCIOECONOMIC PROFILES ARE ALSO DESIGNED TO BE OF VALUE IN ADMINISTERING OTHER CATEGORICAL AID PROGRAMS, AS WELL AS A WIDE VARIETY OF EDUCATIONAL AND CURRICULAR PROGRAMS. THE MAJORITY OF THE DOCUMENT IS COMPRISED OF STATISTICAL TABLES AND CHARTS. (AUTHOR/AH)

ACCESSION NUMBER: ED097183

PUBLICATION DATE: NOV 73

TITLE: POPULATION PROFILES, VOL. 4: 1970 DEMOGRAPHIC AND SOCIOECONOMIC PROFILES OF THE AMERICAN INDIAN POPULATION OF WASHINGTON STATE.

PERSONAL AUTHOR: SHEPHERD, GEORGE

DESCRIPTOR: *AMERICAN INDIANS; *CENSUS FIGURES; COMPARATIVE ANALYSIS; DEMOGRAPHY; *DISADVANTAGED GROUPS; *EDUCATIONAL NEEDS; EDUCATIONAL PROGRAMS; NONRESERVATION AMERICAN INDIANS; RURAL AREAS; SOCIOECONOMIC BACKGROUND; STATE BOARDS OF EDUCATION; STATISTICAL DATA; *TABLES (DATA); URBAN AREAS

IDENTIFIER: *WASHINGTON

DESCRIPTIVE NOTE: 52P.

THE STATE OF WASHINGTON RANKS FIFTH NATIONALLY IN TOTAL URBAN AMERICAN INDIAN POPULATION. THERE WERE 13,126 INDIAN STUDENTS ENROLLED IN WASHINGTON PUBLIC SCHOOLS IN SCHOOL YEAR 1972-73. OF ALL THE RACIAL GROUPS IN THE STATE, INDIANS ARE THE MOST SOCIOECONOMICALLY DISADVANTAGED ON THE BASIS OF EDUCATIONAL LEVEL, INCOME LEVEL, POVERTY STATUS, AND OCCUPATIONAL CATEGORIZATIONS. DEMOGRAPHIC AND SOCIOECONOMIC DATA FOR THE INDIANS OF THE STATE ARE DETAILED FOR REFERENCE USE IN WASHINGTON STATE EDUCATIONAL PROGRAMS. TABULAR DEMOGRAPHIC AND SOCIOECONOMIC DATA FROM THE 1970 U.S. CENSUS HAVE BEEN PORTRAYED FOR URBAN AND RURAL INDIANS FOR THE STATE AND FOR SELECTED AREAS. PARTICULAR EMPHASIS HAS BEEN PLACED ON NEEDS ASSESSMENT DATA REQUIRED BY THE URBAN, RACIAL, AND RURAL DISADVANTAGED PROGRAMS OF THE OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION. THE PROFILES ARE ALSO DESIGNED TO BE OF VALUE IN ADMINISTERING OTHER CATEGORICAL AID PROGRAMS, AS WELL AS A WIDE VARIETY OF EDUCATIONAL AND CURRICULAR PROGRAMS. INITIAL TABLES COMPARE KEY CHARACTERISTICS OF THE INDIAN POPULATION AND OTHER ETHNIC AND RACIAL GROUPS IN TABULAR, GRAPHICAL, AND TEXTUAL FORM. SIMILAR KEY CHARACTERISTIC TABLES COMPARE THE TOTAL AND URBAN INDIAN POPULATIONS OF WASHINGTON AND THE OTHER TWO PACIFIC COAST STATES. NUMEROUS STATISTICAL TABLES AND CHARTS COMPRISE THE MAJORITY OF THIS DOCUMENT. (AUTHOR/AH)

ACCESSION NUMBER: ED097184

PUBLICATION DATE: JUL 74

TITLE: POPULATION PROFILES, VOL. 5: DEMOGRAPHIC AND SOCIOECONOMIC PROFILES OF THE AMERICAN INDIAN, BLACK, CHINESE, FILIPINO, JAPANESE, SPANISH HERITAGE, AND WHITE POPULATIONS OF WASHINGTON STATE IN 1970.

PERSONAL AUTHOR: SHEPHERD, GEORGE

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; *CENSUS FIGURES; CHINESE AMERICANS; *DEMOGRAPHY; *EDUCATIONAL NEEDS; EDUCATIONAL PROGRAMS; FILIPINO AMERICANS; JAPANESE AMERICANS; *MINORITY GROUPS; NEGROES; SOCIOECONOMIC BACKGROUND; SPANISH AMERICANS; STATISTICAL DATA; *TABLES (DATA)

IDENTIFIER: *WASHINGTON

DESCRIPTIVE NOTE: 98P.

THIS REPORT IS DESIGNED TO FURNISH DETAILED DEMOGRAPHIC AND SOCIOECONOMIC DATA FOR AMERICAN INDIAN, BLACK, CHINESE, FILIPINO, JAPANESE, SPANISH HERITAGE, AND WHITE POPULATIONS OF WASHINGTON STATE FOR REFERENCE USE IN STATE EDUCATIONAL PROGRAMS. TABULAR DEMOGRAPHIC AND SOCIOECONOMIC DATA FROM THE 1970 U.S. CENSUS ARE PORTRAYED FOR EACH OF THE SIX RACIAL AND THE SPANISH HERITAGE ETHNIC GROUPS OF THE STATE, BOTH OVERALL AND IN SELECTED AREAS THROUGHOUT THE STATE. EMPHASIS HAS BEEN PLACED ON NEEDS ASSESSMENT DATA REQUIRED BY THE URBAN, RACIAL, AND RURAL DISADVANTAGED PROGRAMS OF THE OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION. THE DEMOGRAPHIC PROFILES ARE ALSO DESIGNED TO BE OF VALUE IN ADMINISTERING OTHER CATEGORICAL AID PROGRAMS AS WELL AS A WIDE VARIETY OF EDUCATIONAL AND CURRICULAR PROGRAMS. INITIAL TABLES PLACE THE KEY CHARACTERISTICS OF THE STATE POPULATIONS IN FOCUS IN TERMS OF THE KEY CHARACTERISTICS OF THE UNITED STATES AND THE WEST REGION. COMPARISONS ARE MADE IN TABULAR, GRAPHICAL, AND TEXTUAL FORM. KEY CHARACTERISTIC TABLES COMPARE THE TOTAL, RACIAL, AND URBAN POPULATIONS OF WASHINGTON STATE AND THE UNITED STATES. (AUTHOR/AH)

ACCESSION NUMBER: ED097190

PUBLICATION DATE: DEC 73

TITLE: HIGHER EDUCATION EVALUATION. ANALYSIS AND COMPARISON OF EVALUATIVE DATA. RESEARCH AND EVALUATION REPORT SERIES NO. 20.

PERSONAL AUTHOR: MONSEN, MARIE A.

DESCRIPTOR: *AMERICAN INDIANS; COMPARATIVE ANALYSIS; EDUCATIONAL ASSESSMENT; *HIGHER EDUCATION; *INDIVIDUAL DIFFERENCES; PROGRAM EVALUATION; QUESTIONNAIRES; *STATISTICAL ANALYSIS; *TABLES (DATA); TRIBES

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 34P.; FOR RELATED DOCUMENT, SEE ED 076 302

THE BUREAU OF INDIAN AFFAIRS' (BIA) HIGHER EDUCATION PROGRAM WAS EVALUATED IN ORDER TO PROVIDE VALID INFORMATION FOR DECISION MAKING. DATA GATHERED BY A QUESTIONNAIRE ADMINISTERED TO 2,736 STUDENTS IN A PREVIOUS STUDY WAS REFINED BY APPLYING THE CHI-SQUARE TEST OF SIGNIFICANT DIFFERENCES TO CERTAIN STUDENT CHARACTERISTICS AND VARIABLES. EACH AREA OFFICE ALSO CONDUCTED ITS OWN EVALUATION AND FIVE AREAS (JUNEAU, MINNEAPOLIS, MUSKOGEE, PHOENIX, AND NAVAJO) PARTICIPATED IN AN AUDIT OF THEIR SELF-EVALUATION. THE FOUR VARIABLES SELECTED FOR ANALYSIS WERE AGE, COLLEGE CLASSIFICATION, BLOOD QUANTUM, AND AREA OFFICE SERVING "YOUR" TRIBE. NO SIGNIFICANT DIFFERENCES WERE SHOWN FOR COLLEGE CLASSIFICATION AND AGE. AREA OFFICE AND BLOOD QUANTUM SHOWED SIGNIFICANT DIFFERENCES. IN RELATIONSHIP TO LESS THAN FULL-BLOODS, FULL-BLOOD INDIAN STUDENTS WERE MORE LIKELY TO HAVE LESS PARENTAL ENCOURAGEMENT TO ATTEND COLLEGE; GO TO UNIVERSITIES WITH 25 OR MORE INDIANS ENROLLED OR ATTEND A PRIVATE COLLEGE; WORK TOWARD AN AA INSTEAD OF A BACCALAUREATE; SPEAK THEIR TRIBAL LANGUAGE; LIVE ON CAMPUS; HAVE SPECIAL COUNSELING SERVICES AVAILABLE TO THEM; OWN AND OPERATE AN AUTOMOBILE; OR COME FROM A HOME WHERE THE EARNINGS ARE $3,000 ANNUALLY. THESE DIFFERENCES COULD HAVE AN IMPACT ON THE ADMINISTRATION OF PROGRAMS. THE EDUCATIONAL AUDITS POINTED OUT A NEED FOR SIMPLIFICATION AND REVISION OF RECORD FORMS, BUT OVERALL THEY SHOWED THAT PROGRAMS SEEM TO BE SOUND. (AH)

ACCESSION NUMBER: ED097384

PUBLICATION DATE: 74

TITLE: THE SOCIAL REALITY OF ETHNIC AMERICA.

PERSONAL AUTHOR: GOMEZ, RUDOLPH, ED.; AND OTHERS

DESCRIPTOR: AMERICAN INDIANS; CIVIL RIGHTS; *ETHNIC RELATIONS; GROUP STATUS; JAPANESE AMERICANS; LAW ENFORCEMENT; MEXICAN AMERICANS; MINORITY GROUPS; NEGROES; RACIAL DISCRIMINATION; SOCIAL CHANGE; *SOCIAL DISCRIMINATION; *SOCIAL FACTORS; *UNITED STATES HISTORY

DESCRIPTIVE NOTE: 412P.

THE CONTENTS OF THIS COMPENDIUM ARE ORGANIZED IN FOUR PARTS, AS FOLLOWS: PART 1, "BLACKS IN TRANSITION: AN OVERVIEW OF AFRO-AMERICANS," INCLUDES: "INTRODUCTION," CLEMENT COTTINGHAM, JR.; "THE NEW NEGRO," NATHAN I. HUGGINS; "POLITICAL CHANGE IN THE NEGRO GHETTO, 1900-1940'S," MARTIN KILSON; "MINORITY GROUP PSYCHOLOGY: IMPLICATIONS FOR SOCIAL ACTION," ALVIN F. POUSSAINT; "THE MYTH OF COALITION," STOKELY CARMICHAEL AND CHARLES V. HARRINGTON; AND OTHER ESSAYS. PART 2, "INTRODUCTION TO THE AMERICAN INDIANS," INCLUDES: "INTRODUCTION," KATHLEEN O'BRIEN JACKSON; "HISTORY OF THE SAN FELIPE PUEBLO PEOPLE," GOVERNOR SANCHEZ; "ECONOMIC DEVELOPMENT OF THE AMERICAN INDIAN AND HIS LANDS," NATIONAL CONGRESS OF AMERICAN INDIANS; "FEDERAL ENCROACHMENT OF INDIAN WATER RGHTS AND THE IMPAIRMENT OF RESERVATION DEVELOPMENT," WILLIAM H. VEEDER; AND OTHER ESSAYS. PART 3, "JAPANESE AMERICANS: THE 'MODEL MINORITY' IN PERSPECTIVE," INCLUDES: "INTRODUCTION," RUSSELL ENDO; "THE JAPANESE-AMERICAN EXPERIENCE: 1890-1940," ROGER DANIELS; "THE GREAT BETRAYAL," AUDRIE GIRDNER AND ANNE LOFTIS; "SIX TIMES DOWN, SEVEN TIMES UP," WILLIAM PETERSON; AND OTHER ESSAYS. PART 4, "MEXICAN AMERICANS: FROM INTERNAL COLONIALISM TO THE CHICANO MOVEMENT," INCLUDES: "INTRODUCTION," RUDOLPH GOMEZ; "THE RIGHT TO EQUAL OPPORTUNITY," LAWRENCE B. GLICK; "PERSPECTIVE ON POLITICS," ALFREDO CUELLAR; "COLONIALISM: THE CASE OF THE MEXICAN AMERICANS," JOAN W. MOORE; AND OTHER ESSAYS. (JM)

AVAILABILITY: D.C. HEATH AND CO., 125 SPRING STREET, LEXINGTON, MASSACHUSETTS 02173 ($5.95, PAPER)

DOCUMENTS NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED097879

PUBLICATION DATE: 74

TITLE: PLANNING AND OPERATING AN INDIVIDUALIZED LEARNING CENTER.

PERSONAL AUTHOR: CAMPBELL, DAVID: KUSH, GARY

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; INDIVIDUALIZED CURRICULUM; *INDIVIDUALIZED INSTRUCTION; *INDIVIDUALIZED PROGRAMS: *INSTRUCTIONAL MATERIALS; *INSTRUCTIONAL MATERIALS CENTERS; LANGUAGE ARTS; MANUALS; MATHEMATICS; MEDIA SELECTION; POST SECONDARY EDUCATION; PROBLEM SOLVING; READING; TEACHING METHODS

IDENTIFIER: ARIZONA; *COOK SCHOOL; INDIVIDUALIZED LEARNING CENTERS

DESCRIPTIVE NOTE: 114P.

INFORMATION USEFUL FOR THE INITIATION AND OPERATION OF AN INDIVIDUALIZED LEARNING CENTER (ILC) IS PROVIDED IN THIS MANUAL WHICH ALSO INCLUDES AN EVALUATION OF THE ILC FOR THE AMERICAN INDIAN STUDENTS OF THE COOK SCHOOL IN ARIZONA. THE RECOMMENDATIONS IN THE MANUAL ARE BASED ON THE EXPERIENCE GAINED IN OPERATING THE ILC AT THE COOK SCHOOL. THE MANUAL DETAILS IN GREAT DEPTH ASPECTS OF AN ILC; THE PROCESSES OF PLANNING, STAFFING, AND ORGANIZING AN ILC ARE DESCRIBED ALONG WITH THE IMPORTANT AREAS OF INSTITUTIONAL SUPPORT, FINANCE, AND SELECTING OBJECTIVES. THE ADMINISTRATION OF AN ILC AND THE PROCESSES OF MONITORING AND GRADING STUDENT PROGRESS ARE ALSO DESCRIBED. THE EVALUATION CONCLUDED THAT STUDENTS USING THE ILC AT THE COOK SCHOOL MADE STATISTICALLY SIGNIFICANT GAINS IN READING VOCABULARY AND COMPREHENSION, MATHEMATICS COMPUTATION AND PROBLEM SOLVING, AND LANGUAGE ARTS, BUT NOT IN SPELLING. AN ATTITUDE INVENTORY INDICATED A POSITIVE FEELING TOWARD THE ILC. THE EXTENSIVE APPENDIXES CONTAIN MANY OF THE FORMS AND DESCRIPTIONS OF THE MATERIAL USED IN THE ILC. (WH)

AVAILABILITY: COOK CHRISTIAN TRAINING SCHOOL, 708 SOUTH LINDON LANE, TEMPE, ARIZONA 85281 ($5.00)

ACCESSION NUMBER: ED097901

PUBLICATION DATE: 74

TITLE: INDEX TO BIBLIOGRAPHIES HELD BY PROJECT MEDIA.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *AUDIOVISUAL AIDS; BOOKS; CATALOGS; ESKIMOS; FILMS; FILMSTRIPS; *INDEXES (LOCATERS); PHONOGRAPH RECORDS; PHONOTAPE RECORDINGS; RESOURCE MATERIALS; VIDEO TAPE RECORDINGS

IDENTIFIER: PROJECT MEDIA

DESCRIPTIVE NOTE: 20P.

AN ANNOTATED LIST CITES BIBLIOGRAPHIES AND CATALOGS WHICH DEAL WITH AMERICAN INDIANS. COMMERCIAL FILM CATALOGS, PERIODICALS, AND INSTRUCTIONAL MATERIALS LISTS ARE ALSO INCLUDED. ALL CATALOGS HAVE A SHORT DESCRIPTIVE SENTENCE OR PARAGRAPH. FILMS AND OTHER AUDIOVISUAL MATERIALS DESIGNED FOR K-12 ARE AVAILABLE FOR RENTAL. (WCM)

ACCESSION NUMBER: ED098000

PUBLICATION DATE: JUN 72

TITLE: SPECIAL EDUCATION PROGRAMS & SERVICES. BUREAU OF INDIAN AFFAIRS GUIDELINES .

DESCRIPTOR: *AGENCY ROLE; *AMERICAN INDIANS; *EDUCATIONAL DIAGNOSIS; EDUCATIONAL PHILOSOPHY; *EXCEPTIONAL CHILD EDUCATION; GOVERNMENT ROLE; GUIDELINES; INSTRUCTIONAL MATERIALS; SCHOOLS; *SPECIAL EDUCATION; SPECIAL EDUCATION TEACHERS

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 38P.; DEVELOPED BY PARTICIPANTS OF THE BIA SPECIAL EDUCATION WORKSHOP (NATIONAL INDIAN TRAINING CENTER, BRIGHAM CITY, UTAH, JUNE 1972)

THE BUREAU OF INDIAN AFFAIRS (BIA) GUIDELINES FOR SPECIAL EDUCATION IS A PUBLICATION FOR USE BY EDUCATIONAL PERSONNEL INVOLVED IN SPECIAL EDUCATION. EMPHASIS IS PLACED ON THE IMPORTANCE OF PREPARING THE EXCEPTIONAL CHILD FOR THE MOST USEFUL FUTURE POSSIBLE. SPECIAL EDUCATION IS SEEN AS AFFORDING THE EXCEPTIONAL CHILD THE OPPORTUNITY TO DEVELOP SOCIAL, EMOTIONAL, PERSONAL, AND VOCATIONAL SKILLS TO THE FULLEST EXTENT OF HIS CAPABILITIES SO THAT HE HAS THE OPPORTUNITY TO BE A SELF-SUFFICIENT AND CONTRIBUTING MEMBER OF HIS COMMUNITY. BIA ROLE AND INVOLVEMENT IN, AND EXPECTATION FOR, LOCAL ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS ARE STATED. FOR ADMINISTRATIVE USE ONLY, CATEGORICAL DESCRIPTIONS OF BEHAVIORAL CHARACTERISTICS WHICH CAN BE OBSERVED AND/OR MEASURED ARE GIVEN ALONG WITH A SUGGESTED PROGRAM PLAN FOR EACH CATEGORY. SCREENING AND ASSESSMENT OF EXCEPTIONAL CHILDREN, PROFESSIONAL PERSONNEL, MATERIALS AND EQUIPMENT, ACCOUNTABILITY, AND INFORMATION FOR THE GENERAL PUBLIC REGARDING SPECIAL EDUCATION ARE ALSO DISCUSSED. (AH)

ACCESSION NUMBER: ED098001

PUBLICATION DATE: 74

TITLE: SURVEY OF EDUCATION RELATED ATTITUDES OF TRIBAL AND NON-TRIBAL WORKERS AT LANGER PLANT AT ROLLA, NORTH DAKOTA. FINAL REPORT.

DESCRIPTOR: ACADEMIC ASPIRATION; AMERICAN INDIANS; *ECONOMIC STATUS; *EDUCATIONAL ATTITUDES; EDUCATIONAL OPPORTUNITIES; *EMPLOYEE ATTITUDES; *EXPECTATION; HIGHER EDUCATION; *RESERVATIONS (INDIAN); WORK ENVIRONMENT

IDENTIFIER: CHIPPEWAS; *NORTH DAKOTA

DESCRIPTIVE NOTE: 115P.

THE STUDY EXAMINED DIFFERENCES IN EDUCATION-RELATED ATTITUDES BETWEEN A GROUP EMPLOYED IN A TECHNOLOGICALLY AND SCIENTIFICALLY ORIENTED MANUFACTURING FACILITY AND A GROUP FROM A JOB ENVIRONMENT THAT REFLECTED CHRONIC UNEMPLOYMENT, LOW SKILL REQUIREMENTS, TERMINAL ACHIEVEMENT LEVELS, AND POOR OPPORTUNITIES FOR ADVANCEMENT. QUESTIONNAIRES WERE ADMINISTERED TO 80 EMPLOYEES (BOTH TRIBAL AND NONTRIBAL) OF THE WILLIAM LANGER JEWEL BEARING PLANT AND 52 HOUSEHOLD HEADS FROM THE TURTLE MOUNTAIN INDIAN RESERVATION (CHIPPEWA). BASIC AREAS COVERED BY THE QUESTIONNAIRE WERE EDUCATIONAL ASPIRATION, INDIVIDUAL ACHIEVEMENT, EDUCATIONAL EXPERIENCE, WORK EVALUATION, EDUCATIONAL INFLUENCE, PUBLIC INTEREST, LIFE ENVIRONMENT, AND BACKGROUND VARIABLES. AN ANALYSIS OF ATTENDANCE OF TURTLE MOUNTAIN ENROLLEES IN COLLEGES AND UNIVERSITIES AND AN ANALYSIS OF BELCOURT HIGH SCHOOL STUDENTS' EDUCATIONAL ACHIEVEMENTS CONSIDERING THEIR PARENTS' OCCUPATIONAL STATUS WERE ALSO CONDUCTED. WITH THE EXCEPTION OF A FEW ITEMS SUCH AS THE EXPECTATION OF GOVERNMENT AID FOR THEIR CHILDREN, AN ASSESSMENT THAT THE COSTS OF EDUCATION WERE TOO HIGH, AND A BASIC INTEREST IN TRIBAL AFFAIRS, A VERY SIMILAR DISTRIBUTION OF RESPONSE EXISTED FOR THE THREE TARGET GROUPS. SIGNIFICANT DIFFERENCES EXISTED BETWEEN GROUPS IN REGARD TO SPECIFIC SITUATIONS WHICH PLACED ATTITUDINAL CONSTRAINTS ON THE GROUP, SUCH AS THE AVAILABILITY OF BUREAU OF INDIAN AFFAIRS POST-SECONDARY EDUCATION GRANTS. (NQ)

ACCESSION NUMBER: ED098003

PUBLICATION DATE: 74

TITLE: AN INDIAN PHILOSOPHY OF EDUCATION.

PERSONAL AUTHOR: BRYDE, JOHN F., ED.

DESCRIPTOR: *ADMINISTRATOR EDUCATION; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CHANGE AGENTS; CULTURAL BACKGROUND; CURRICULUM DEVELOPMENT; DOCTORAL PROGRAMS; *EDUCATIONAL INNOVATION; *EDUCATIONAL PHILOSOPHY; LEADERSHIP TRAINING; RELIGIOUS FACTORS; SELF ACTUALIZATION; *SELF DIRECTED GROUPS; VALUES

DESCRIPTIVE NOTE: 53P.

THE UNIVERSITY OF SOUTH DAKOTA OFFERED AN UNUSUAL NEW CLASS ENTITLED "INDIAN PHILOSOPHY OF EDUCATION," DURING THE 1972-73 SCHOOL YEAR. THE CLASS WAS INITIATED IN RESPONSE TO INDIAN LEADERS' REQUESTS TO THE UNIVERSITY FOR EDUCATIONAL LEADERSHIP, TRAINED AT THE HIGHEST LEVEL POSSIBLE (DOCTORAL), IN ORDER TO BRING ABOUT INDIAN SELF-DETERMINATION IN EDUCATION. INDIAN DOCTORAL STUDENTS PARTICIPATING IN THE CLASS DID ALL OF THEIR OWN TEACHING AND FURNISHED ALL INPUT FOR THE CLASS. THE FIRST STEP IN THE CLASS ORGANIZATION WAS THE DEVELOPMENT OF A SET OF BASIC BELIEFS COMMON TO ALL PARTICIPANTS. THESE BASIC BELIEFS ARE EXAMINED IN DEPTH IN 10 PERSONAL PHILOSOPHIES WRITTEN BY THE PARTICIPANTS. THE INDIAN PHILOSOPHY OF EDUCATION CLASS EXPRESSED BASIC BELIEFS IN "THE NEED TO BE INDIAN...THE NEED TO DEFINE INDIAN-NESS...THAT EDUCATION IS A MORAL DEVELOPMENT, NOT ONLY AN INTELLECTUAL ONE...THAT CONTEMPLATION IS THE WAY TO REALITY AND ULTIMATE TRUTH...THAT MAN WITHOUT THE SUPREME BEING IS HELPLESS AND INSIGNIFICANT...THAT A SUCCESSFUL PERSON IS ONE WHO HAS HUMILITY, SELF-DENIAL, AND WISDOM...THE NEED TO KNOW INDIAN ANCESTRY...THE RETURN TO INDIAN VALUES." THE 1972-73 CLASS IS THE FIRST FALTERING STEP TOWARD A FULL-BLOWN INDIAN EDUCATION PHILOSOPHY. OTHER INDIAN STUDENTS WILL COME ALONG, BUILD ON, MODIFY OR ADD TO THESE FIRST BUILDING BLOCKS--LANDMARKS IN INDIAN EDUCATIONAL LITERATURE. (AH)

ACCESSION NUMBER: ED098004

PUBLICATION DATE: 74

TITLE: FAMOUS INDIANS: A COLLECTION OF SHORT BIOGRAPHIES.

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; *BIOGRAPHIES; BOOKLISTS; CULTURAL BACKGROUND; *DEVELOPING NATIONS; *INDIVIDUAL CHARACTERISTICS; *LEADERSHIP QUALITIES

DESCRIPTIVE NOTE: 55P.

A COLLECTION OF 20 SHORT BIOGRAPHIES OF AMERICAN INDIAN WARRIORS, STATESMEN, PROPHETS, AND SCHOLARS HIGHLIGHTS LEADERS IN THE OFTEN TRAGIC, YET INSPIRING, SAGA OF NORTH AMERICAN INDIANS. MOST OF THE HEROES AND HEROINES WHOSE LIVES ARE BRIEFLY DESCRIBED WERE CHIEFS; SOME OF THEM HAVE BECOME FAMOUS AROUND THE WORLD. ALL WERE LEADERS IN A GREAT STRUGGLE TO PRESERVE TREASURED LANDS AND LIFEWAYS. WITH THEIR TRIBESMEN, THEY ARE INSEPARABLY LINKED TO OUR COUNTRY'S HISTORY FROM ITS EARLIEST BEGINNINGS THROUGH GENERATIONS OF GROWTH. A SUGGESTED READING LIST WITH HEADINGS FOR "GENERAL BACKGROUND," "TRIBES AND INDIVIDUALS," AND "PUBLICATIONS ON INDIANS BY THE BUREAU OF INDIAN AFFAIRS FOR SALE THROUGH THE SUPERINTENDENT OF DOCUMENT" CONCLUDES THE DOCUMENT. (AH)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 2402-00036; $1.05)

ACCESSION NUMBER: ED098007

PUBLICATION DATE: 10 SEP 74

TITLE: ARIZONA COMMISSION OF INDIAN AFFAIRS 1973-74 ANNUAL REPORT.

DESCRIPTOR: ACCOUNTABILITY; *AMERICAN INDIANS; *ANNUAL REPORTS; CIVIL RIGHTS; COMMUNITY AGENCIES (PUBLIC); HUMAN RELATIONS; LEGISLATION; PROGRAM EVALUATION; *RESERVATIONS (INDIAN); RESPONSIBILITY; *STATE AGENCIES; STATE FEDERAL SUPPORT; *TRIBES

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 26P.; FOR RELATED DOCUMENT, SEE ED 085 141

THE 1973-74 ARIZONA COMMISSION OF INDIAN AFFAIRS ANNUAL REPORT PROVIDES INFORMATION ON THE CONDITIONS AND PROBLEMS CONFRONTING ARIZONA INDIANS. THE COMMISSION RECOGNIZES ITS RESPONSIBILITY TO PROVIDE SOLUTIONS TO SUCH PROBLEMS AS ATTAINING A STATUS OF SOCIAL, ECONOMIC, AND POLITICAL EQUALITY WITH OTHER CITIZENS OF THE STATE AND NATION. COMMISSION PROGRESS IN ITS PROGRAM OF COOPERATION WITH STATE AND FEDERAL AGENCIES, TRIBAL COUNCILS, LEGISLATORS, AND OTHERS IN DEVELOPING HARMONIOUS WORKING RELATIONSHIPS AND TRUST IS SHOWN. INCLUDED ARE: STATISTICAL CHARTS AS WELL AS A MAP OF THE POPULATION AND ACREAGE OF ARIZONA RESERVATIONS; LISTINGS OF COMMISSION MEMBERS AND MEETINGS, PROJECTS COMPLETED, AND PUBLISHED MATERIALS DISTRIBUTED; A DISCUSSION OF COMMISSION HIGHLIGHTS; AND A FINANCIAL REPORT. A PROFILE OF THE YAVAPAI-APACHE NATION DESCRIBES: THE ORIGIN AND HISTORY OF THE TRIBE; SIZE AND LOCATION; TRIBAL GOVERNMENT, EMPLOYMENT, AND ECONOMIC DEVELOPMENT; EDUCATION, HEALTH, AND WELFARE; AND OTHER TRIBAL ACTIVITIES. THE APPENDIXES INCLUDE THE COMMISSION'S ENABLING LEGISLATION, THE HAVASUPAI RESOLUTION, THE HIRING OF INDIAN COUNSELORS RESOLUTION, AND THE INDIAN VILLAGE SITE RESOLUTION. A SUMMARY CONCLUDES THE REPORT. (AH)

ACCESSION NUMBER: ED098008

PUBLICATION DATE: 1 SEP 73

TITLE: WISCONSIN LEGISLATIVE COUNCIL REPORT TO THE 1973 LEGISLATURE ON THE ACTIVITIES OF THE MENOMINEE INDIANS COMMITTEE.

DESCRIPTOR: *ADVISORY COMMITTEES; *AMERICAN INDIANS; *COMMUNITY CONTROL; COMMUNITY SERVICES; *ECONOMIC DEVELOPMENT; EDUCATIONAL IMPROVEMENT; *LOCAL GOVERNMENT; REPORTS; STATE LEGISLATION; TRIBES

IDENTIFIER: *MENOMINEES

DESCRIPTIVE NOTE: 47P.

THE WISCONSIN "LEGISLATIVE COUNCIL REPORT TO THE 1973 LEGISLATURE ON THE ACTIVITIES OF THE MENOMINEE INDIANS COMMITTEE" COVERS THE WORK OF THE MENOMINEE INDIAN STUDY COMMITTEE (MISC), ALONG WITH PERTINENT BACKGROUND INFORMATION ON THE SITUATION IN MENOMINEE COUNTY. A BRIEF ACCOUNT OF MENOMINEE COUNTY WITH A MORE SELECTIVE DETAILED ACCOUNT OF MAJOR EVENTS AND AREAS OF CONCERN WITHIN THE COUNTY FROM 1970 TO MAY 1973 IS GIVEN. ALSO INCLUDED ARE SECTIONS ON RESTORATION, ECONOMICS AND CHARACTERISTICS OF THE COUNTY, AND MISC LEGISLATION. IN ADDITION TO THE SOURCES LISTED IN THE BIBLIOGRAPHY, MATERIAL IN THIS REPORT IS BASED ON ASSORTED NEWSPAPER ARTICLES AND INFORMATION GAINED FIRSTHAND AT MISC MEETINGS AND ASSORTED MENOMINEE MEETINGS HELD IN THE COUNTY. (AH)

ACCESSION NUMBER: ED098009

PUBLICATION DATE: 74

TITLE: INDIAN HEALTH TRENDS AND SERVICES, 1974 EDITION.

DESCRIPTOR: *AMERICAN INDIANS; DATA ANALYSIS; DISEASE RATE; HEALTH FACILITIES; HEALTH PERSONNEL; *HEALTH SERVICES; INFANT MORTALITY; *PROGRAM EFFECTIVENESS; *TABLES (DATA); *TREND ANALYSIS

IDENTIFIER: ALASKA; *INDIAN HEALTH SERVICE

DESCRIPTIVE NOTE: 85P.; FOR RELATED DOCUMENT, SEE ED 086 411

THE AMERICAN INDIAN HEALTH SERVICE (AIHS), SUBSIDIARY OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, IS DEDICATED TO ELEVATING THE HEALTH STATUS OF INDIAN AND ALASKAN NATIVE PEOPLES BY: DEVELOPING MODERN HEALTH FACILITIES; ENCOURAGING INDIAN ACQUAINTANCE WITH AND PARTICIPATION IN EXISTING PROGRAMS; BEING RESPONSIVE TO THE CONCEPT OF SELF-DETERMINATION; AND BY PROVIDING OPTIONS FOR MANAGEMENT, GUIDANCE, AND PARTICIPATION IN THE PLANNING, OPERATION, AND EVALUATION OF AIHS DELIVERY SYSTEMS. OPERATIONAL GAINS DESCRIBED IN THIS REPORT INCLUDE: (1) A DECREASE IN DISEASE AND DEATH RATE (INFANT DEATH RATE DOWN 62 PERCENT; GASTROENTERITIS DOWN 86 PERCENT; INFLUENZA/PNEUMONIA DOWN 57 PERCENT; EARLY INFANCY MORTALITY DOWN 81 PERCENT); (2) AN INCREASE IN ACCEPTANCE AND USE OF AIHS (HOSPITAL ADMISSIONS DOUBLED; OUT PATIENT SERVICES QUINTUPLED; DENTAL SERVICES QUADRUPLED; AND HOSPITAL BIRTHS SPIRALED, ELIMINATING HOME BIRTHS); (3) AN INCREASE IN PERSONNEL (PHYSICIANS UP FROM 125 TO 486, DENTISTS FROM 40 TO 180, AND REGISTERED NURSES FROM 780 TO 1,100); (4) AN INCREASE IN NEW FACILITIES (13 HOSPITALS, 17 HEALTH CENTERS, AND 58 FIELD STATIONS). ALTERATION OF 14 STANDING FACILITIES AND IMPLEMENTATION OF A COMPREHENSIVE ENVIRONMENTAL PROGRAM ARE ALSO REPORTED. STATISTICAL DATA, INDICATIVE OF CURRENT TRENDS, ARE PROVIDED FOR THE FOLLOWING AREAS OF CONCERN: NATALITY, INFANT AND MATERNAL MORTALITY, MORBIDITY, MEDICAL SERVICES, DENTAL SERVICES, FAMILY PLANNING SERVICES, NURSING SERVICES, ENVIRONMENTAL SERVICES, PHARMACY WORKLOAD UNITS, AND SERVICE COSTS. (JC)

ACCESSION NUMBER: ED098012

PUBLICATION DATE: APR 74

TITLE: THE STATE OF NAVAJO EDUCATION.

DESCRIPTOR: ACCREDITATION (INSTITUTIONS); *AMERICAN INDIANS; BILINGUAL EDUCATION; *BOARD OF EDUCATION ROLE; CERTIFICATION; *DECENTRALIZATION; EARLY CHILDHOOD; EDUCATIONAL EQUALITY; *EDUCATIONAL OBJECTIVES; EDUCATIONAL QUALITY; *EDUCATIONAL RESPONSIBILITY; SPEECHES

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 78P.; PAPERS PREPARED FOR FEDERAL POLICY AND NAVAJO EDUCATION CONFERENCE (ALBUQUERQUE, NEW MEXICO, APRIL 1974)

TEN WORKING PAPERS COVERED THE FOLLOWING TOPICS: (1) CENTRALIZED VS. LOCAL SCHOOLS, (2) SELF-DETERMINATION AND CONTRACTING, (3) IMPLICATIONS OF THE TRIBAL PLANS IN EDUCATION, (4) NAVAJO PROFESSIONALS (INDIAN PREFERENCE), (5) PUBLIC SCHOOLS AND NAVAJO SCHOOL SYSTEM, (6) STANDARDS (CERTIFICATION AND ACCREDITATION), (7) BILINGUAL EDUCATION, (8) GUARANTEED EDUCATION, (9) SCHOOL BOARD AUTHORITY, (10) EARLY CHILDHOOD. IN GENERAL THESE PAPERS RAISE QUESTIONS WHICH PRIMARILY RELATE TO THE CONCEPTS OF SELF-DETERMINATION, LOCALIZATION, TRIBAL INVOLVEMENT, EDUCATIONAL STANDARDIZATION, BILINGUALISM, EDUCATIONAL GUARANTEES, FUNCTIONAL NAVAJO SCHOOL BOARDS, AND EARLY CHILDHOOD DEVELOPMENT PROGRAMS, ALL OF WHICH POINT TO A GROWING CONCERN WITH AND DEDICATION TO SELF-DETERMINATION. (JC)

144

ACCESSION NUMBER: ED098226

PUBLICATION DATE: 74

TITLE: MULTICULTURAL EDUCATION THROUGH COMPETENCY-BASED TEACHER EDUCATION.

PERSONAL AUTHOR: HUNTER, WILLIAM A., ED.

DESCRIPTOR: AMERICAN INDIANS; *CULTURAL PLURALISM; *MINORITY GROUP TEACHERS; NEGROES; *PERFORMANCE BASED TEACHER EDUCATION; *PERFORMANCE CRITERIA; SPANISH AMERICANS; SPANISH SPEAKING; TEACHER ATTITUDES; TEACHERS

DESCRIPTIVE NOTE: 283P.

THIS PUBLICATION IS THE RESULT OF A MULTICULTURAL EDUCATION/COMPETENCY BASED TEACHER EDUCATION (M/CBTE) PROJECT WHICH, AMONG OTHER OBJECTIVES, SOUGHT TO BRING TOGETHER THE FINDINGS OF SEPARATE STUDIES, PROJECTS, AND RESEARCH EFFORTS. THE PROJECT PROPOSED TO TAKE A BROADER APPROACH TO THE OVERALL PROBLEM OF QUALITY EDUCATION BY SEEKING TO IDENTIFY GENERIC CONCERNS AND NEEDS COMMON TO ALL ETHNIC GROUPS AND DIVERSE CULTURAL SITUATIONS. THE PROJECT AT THE SAME TIME SOUGHT TO IDENTIFY THOSE NEEDS FELT TO BE UNIQUE OR MORE RELEVANT TO CERTAIN CULTURAL CIRCUMSTANCES AND SITUATIONS THAN OTHERS. PART 1 OF THIS DOCUMENT IS IN THE FORM OF A PROLOGUE; IT IS ENTITLED "ANTECEDENTS TO DEVELOPMENTS OF AND EMPHASIS ON MULTICULTURAL EDUCATION." PARTS 2-5 WERE WRITTEN BY FOUR EDUCATORS AND/OR TEAMS FROM THE BLACK AMERICAN, SPANISH-SPEAKING AMERICAN, AND NATIVE AMERICAN ACADEMIC COMMUNITIES WHO WERE INVITED TO CONTRIBUTE. PART 2 TREATS TEACHER_COMPETENCIES FROM THE PERSPECTIVE OF THE BLACK AMERICAN EDUCATOR. PART 3 TREATS TEACHER COMPETENCIES FROM THE SPANISH-SPEAKING EDUCATOR'S PERSPECTIVE (INCLUDING VIEWS OF PUERTO RICAN AMERICANS, CHICANO AMERICANS, AND CUBAN AMERICANS). PART 4 TREATS TEACHER COMPETENCIES FROM THE PERSPECTIVE OF THE NATIVE AMERICAN, RECOGNIZING THE DIVERGENCIES OF VIEWS AMONG THE NEARLY 300 TRIBAL GROUPS. PART 5 SEEKS TO IDENTIFY TEACHER COMPETENCIES COMMON TO ALL GROUPS AS WELL AS THOSE RECOGNIZED IN THE GENERAL SOCIETY AS EVIDENCE OF ACCEPTED REQUIREMENTS AND STANDARDS. (EDITOR/JA)

AVAILABILITY: AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, SUITE 610, ONE DUPONT CIRCLE, N.W., WASHINGTON, D.C. 20036 (NO PRICE QUOTED)

PART II : CITATIONS FROM
CURRENT INDEX TO JOURNALS IN EDUCATION

p. 146 blank

ACCESSION NUMBER: EJ097666

PUBLICATION DATE: MAY 74

TITLE: COUNSELING THE AMERICAN INDIAN CHILD

PERSONAL AUTHOR: YOUNGMAN, GERALDINE; SADONGEI, MARGARET

DESCRIPTOR: *ELEMENTARY SCHOOL STUDENTS; *ELEMENTARY SCHOOL COUNSELING; *LANGUAGE HANDICAPS; *CULTURAL DIFFERENCES; *AMERICAN INDIANS; COUNSELOR ROLE; STUDENT NEEDS; AMERICAN INDIAN CULTURE

THE AUTHOR DESCRIBES THE CULTURAL HERITAGE OF THE AMERICAN INDIANS AND THE RESULTING DIFFICULTIES THAT INDIAN CHILDREN HAVE IN PUBLIC SCHOOLS. IMPLICATIONS FOR COUNSELORS ARE DISCUSSED. (RWP)

JOURNAL CITATION: ELEMENTARY SCHOOL GUIDANCE AND COUNSELING; 8; 4; 273-277

ACCESSION NUMBER: EJ098355

PUBLICATION DATE: FEB 74

TITLE: URBAN INDIAN PERSONALITY AND THE "CULTURE OF POVERTY"

PERSONAL AUTHOR: GRAVES, THEODORE D.

DESCRIPTOR: *IDENTIFICATION (PSYCHOLOGICAL); *NONRESERVATION AMERICAN INDIANS; *POVERTY RESEARCH; *URBAN CULTURE; AMERICAN INDIAN CULTURE; ECONOMICALLY DISADVANTAGED; LIFE STYLE; MINORITY GROUPS; ROLE THEORY

IDENTIFIER: *NAVAJOS

"CULTURE OF POVERTY" THEORISTS CONTEND THAT THE MARGINAL SOCIOECONOMIC POSITION OCCUPIED BY MANY MINORITY GROUPS IS THE RESULT OF A SELF-PERPETUATING POVERTY "WAY OF LIFE". THIS STUDY BRINGS EMPIRICAL EVIDENCE TO BEAR ON THIS THESIS AS IT APPLIES TO NAVAJO INDIANS IN DENVER, COLORADO. (KM)

JOURNAL CITATION: AMERICAN ETHNOLOGIST; 1; 1; 65-86

ACCESSION NUMBER: EJ098356

PUBLICATION DATE: MAR 74

TITLE: A STORY FROM THE LENAPE

PERSONAL AUTHOR: WHITE, JOHN

DESCRIPTOR: *CHILDRENS BOOKS; *LEGENDS; *RELIGIOUS CULTURAL GROUPS; *AMERICAN INDIAN CULTURE; AMERICAN HISTORY; MIGRATION PATTERNS; MYTHOLOGY

IDENTIFIER: LENAPE; DELAWARES

THE ARTICLE GIVES A BRIEF HISTORY OF THE LENAPE (ALSO KNOWN AS DELAWARE INDIANS). THE STORY OF "MISHINK", A MASKED FIGURE IN A BEARSKIN SUIT WHO APPEARED AT BIG HOUSE CEREMONIES OF THE OKLAHOMA DELAWARES IS ALSO DESCRIBED. (KM)

JOURNAL CITATION: WEEWISH TREE; 2; 5; 3-5

ACCESSION NUMBER: EJ098357

PUBLICATION DATE: MAR 74

TITLE: GREAT CITIES OF THE MAYA PEOPLE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CHILDRENS BOOKS; *CITY DEMOGRAPHY; *SOCIAL DEVELOPMENT; AMERICAN HISTORY; ARCHAEOLOGY; HUMAN DEVELOPMENT; METROPOLITAN AREAS; MEXICANS

IDENTIFIER: *MAYAS

JOURNAL CITATION: WEEWISH TREE; 2; 5; 7-9

ACCESSION NUMBER: EJ098358

PUBLICATION DATE: MAR 74

TITLE: THE SEMINOLE INDIANS

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN HISTORY; *CHILDRENS BOOKS; *CULTURAL TRAITS; AGRICULTURE; CLOTHING; EDUCATION; HOUSING; HANDICRAFTS

IDENTIFIER: *SEMINOLES

JOURNAL CITATION: WEEWISH TREE; 2; 5; 13-14

ACCESSION NUMBER: EJ098359

PUBLICATION DATE: MAR 74

TITLE: LET US TELL YOU SOMETHING ABOUT OUR SCHOOL (OUR SCHOOL, RAMAH HIGH SCHOOL)

DESCRIPTOR: *AMERICAN INDIANS; *EXPERIMENTAL SCHOOLS; *HIGH SCHOOLS; *SELF DIRECTED GROUPS; CHILDRENS BOOKS; EDUCATIONAL OBJECTIVES; HISTORY; INDIVIDUAL POWER; MODELS

IDENTIFIER: *RAMAH NAVAJO HIGH SCHOOL

THE ARTICLE DESCRIBES RAMAH NAVAJO HIGH SCHOOL (NEW MEXICO), THE FIRST SECONDARY SCHOOL IN THE NATION OWNED BY AMERICAN INDIANS. (KM)

JOURNAL CITATION: WEEWISH TREE; 2; 5; 21-2

ACCESSION NUMBER: EJ098360

PUBLICATION DATE: MAR 74

TITLE: THE PUEBLO PEOPLE

DESCRIPTOR: *AMERICAN INDIANS; *CHILDRENS BOOKS; *CULTURAL
BACKGROUND; *LIFE STYLE; AGRICULTURE; HISTORY; HOUSING
PATTERNS; HANDICRAFTS; RELIGION

IDENTIFIER: *PUEBLOS

JOURNAL CITATION: WEEWISH TREE; 2; 5; 23-4

ACCESSION NUMBER: EJ098373

PUBLICATION DATE: MAY 74

TITLE: YOU ASKED ABOUT: THE SIOUX

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *FAMILY
(SOCIOLOGICAL UNIT); *RESERVATIONS (INDIAN); *RELIGIOUS
CULTURAL GROUPS; *TRIBES; AMERICAN INDIAN CULTURE

IDENTIFIER: SIOUX

JOURNAL CITATION: WEEWISH TREE; 2; 6; 9-10

ACCESSION NUMBER: EJ098374

PUBLICATION DATE: JUN 74

TITLE: A PUEBLO LADDER

DESCRIPTOR: *AMERICAN INDIANS; *BUILDING INNOVATION; *BUILDING DESIGN; *CONSTRUCTION (PROCESS); *HUMAN LIVING; BUILDING MATERIALS; ENVIRONMENTAL INFLUENCES; HISTORY

IDENTIFIER: PUEBLO INDIAN LADDER; NEW MEXICO

A SMALL MUSEUM LOCATED ON A NORTHWESTERN NEW MEXICO PUEBLO INDIAN RUIN CONTAINS A PUEBLO INDIAN LADDER. THE MATERIALS, CONSTRUCTION, USE, AND DURABILITY OF THE LADDER ARE GIVEN. (AH)

JOURNAL CITATION: WEEWISH TREE; 2; 7; 8-9

ACCESSION NUMBER: EJ098375

PUBLICATION DATE: JUN 74

TITLE: INDIAN RESERVATIONS

DESCRIPTOR: *EDUCATION; *HEALTH SERVICES; *LOCAL GOVERNMENT; *NONRESERVATION AMERICAN INDIANS; *RESERVATIONS (INDIAN); AMERICAN INDIAN CULTURE; FEDERAL GOVERNMENT; LAND USE; LEGAL RESPONSIBILITY

IDENTIFIER: BUREAU OF INDIAN AFFAIRS

ANSWERS TO QUESTIONS ASKED BY JUNIOR HIGH SCHOOL STUDENTS ABOUT AMERICAN INDIAN RESERVATIONS ARE GIVEN. THE AREAS COVERED INCLUDE NEARLY EVERY FACET OF RESERVATION LIFE FROM THE FIRST FEDERAL ISSUANCE OF PARTICLES OF LAND TO THE AMERICAN INDIANS TO PRESENT CONDITIONS ON THE RESERVATIONS. (AH)

JOURNAL CITATION: WEEWISH TREE; 2; 7; 26-9

ACCESSION NUMBER: EJ098376

PUBLICATION DATE: MAY 74

TITLE: TWENTY SECONDS OF PAIN

PERSONAL AUTHOR: MILLS, BILLY

DESCRIPTOR: *AMERICAN INDIANS; *PHILOSOPHY; *RECREATIONAL PROGRAMS; *SPEECHES; GOAL ORIENTATION; ADJUSTMENT (TO ENVIRONMENT); CULTURAL BACKGROUND; EDUCATIONAL NEEDS; HUMANISM

IDENTIFIER: *INDIAN EDUCATION PROGRAM

THE ARTICLE INCLUDES EXCERPTS FROM THE KEYNOTE ADDRESS AT THE 15TH ANNUAL INDIAN EDUCATION CONFERENCE (APRIL 5, TEMPE, ARIZONA). (KM)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 3: 1-8

ACCESSION NUMBER: EJ098377

PUBLICATION DATE: MAY 74

TITLE: INDIAN CHILDREN IN WHITE WISCONSIN SCHOOLS: THE RACIAL ABYSS

PERSONAL AUTHOR: PARKER, JAMES R.; ZANGER, MARTIN

DESCRIPTOR: *AMERICAN INDIANS; *CHILDHOOD ATTITUDES; *STUDENT ALIENATION; *TUTORIAL PROGRAMS; COLLEGE PROGRAMS; ELEMENTARY SCHOOL STUDENTS; PUBLIC SCHOOLS; RURAL YOUTH; RESERVATIONS (INDIAN)

IDENTIFIER: *BLUEWING TUTORIAL PROJECT; WISCONSIN

THE BLUEWING TUTORIAL PROJECT (TOMAH, WISCONSIN) IS DESCRIBED. SPECIFIC AND GENERAL INSTANCES OF PATERNALISM AND CONDESCENSION TOWARD WINNEBAGO INDIAN CHILDREN WERE EXAMINED FOR THEIR DESTRUCTIVE EFFECTS UPON THE CHILDREN'S SELF CONCEPT AND DEVELOPMENT. (KM)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 3: 9-15

ACCESSION NUMBER: EJ098378

PUBLICATION DATE: MAY 74

TITLE: COGNITIVE AND PERSONALITY TESTING USE AND ABUSE

PERSONAL AUTHOR: GRESS, JOSEPH W.

DESCRIPTOR: *COGNITIVE TESTS; *CULTURE CONFLICT; *MINORITY GROUPS; *PERSONALITY TESTS; AMERICAN INDIANS; CULTURE FREE TESTS; STANDARDIZED TESTS; TEST WISENESS; TEST RESULTS

IDENTIFIER: *MAJORITY CULTURE

THE ARTICLE DISCUSSES WHETHER THE COGNITIVE POTENTIAL OF MEMBERS OF ONE CULTURAL MILIEU CAN BE ASSESSED ACCURATELY BY THE TESTS OF ANOTHER CULTURE. (KM)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 3; 16-19

ACCESSION NUMBER: EJ098379

PUBLICATION DATE: MAY 74

TITLE: THE TEACHING OF INDIAN AND NON-INDIAN COMMUNICATION: A CURRICULAR INNOVATION

PERSONAL AUTHOR: OSBORN, LYNN R.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNICATION (THOUGHT TRANSFER); *COURSE DESCRIPTIONS; *INTERCULTURAL PROGRAMS; CURRICULUM DEVELOPMENT; CONFLICT; FAMILY STRUCTURE; INTERCOMMUNICATION; LANGUAGES

IDENTIFIER: *MAJORITY CULTURE

THE PLANNING AND DEVELOPMENT OF THE COURSE, "INTERCULTURAL COMMUNICATION: THE AMERICAN INDIAN", IS DISCUSSED. THE COURSE IS DESIGNED TO RESOLVE SOME OF THE COMMUNICATION PROBLEMS BETWEEN INDIANS AND NON-INDIANS, TAKING INTO ACCOUNT THE WIDE DIVERGENCIES IN SOCIAL ORGANIZATION, RELIGIOUS BELIEFS, LANGUAGE (BOTH THE NATIVE TONGUE AND ENGLISH), AND FAMILY AND CLAN STRUCTURE. (KM)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 3; 20-6

ACCESSION NUMBER: EJ098380

PUBLICATION DATE: MAY 74

TITLE: INCREASING THE COLLEGE SUCCESS OF ALASKA NATIVES

PERSONAL AUTHOR: KLEINFIELD, J. S.; KOHOUT, K. L.

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGE STUDENTS; *ESKIMOS; *SUCCESS FACTORS; ACADEMIC ACHIEVEMENT; HIGH SCHOOL ROLE; PROGRAM DESCRIPTIONS; SPECIAL SERVICES

IDENTIFIER: RURAL STUDENTS

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 3; 2731

ACCESSION NUMBER: EJ098381

PUBLICATION DATE: MAY 74

TITLE: SELF-CONFIDENCE OF SELECTED INDIAN STUDENTS

PERSONAL AUTHOR: MARTIN, JAMES C.

DESCRIPTOR: *AMERICAN INDIANS; *INSTRUCTIONAL PROGRAM DIVISIONS; *SELF ACTUALIZATION; *STUDENT ATTITUDES; BOARDING SCHOOLS; HIGH SCHOOL STUDENTS; SOCIAL CHANGE

IDENTIFIER: BUREAU OF INDIAN AFFAIRS; BIA

THE ARTICLE DISCUSSES A STUDY THAT DETERMINED IF SELECTED PRIMARY AND JUNIOR HIGH INDIAN STUDENTS' SELF-CONFIDENCE WAS RELATED TO GRADE LEVEL AND TO THE NUMBER OF YEARS ENROLLED IN A PARTICULAR BUREAU OF INDIAN AFFAIRS BOARDING SCHOOL. (KM)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 3; 32-4

ACCESSION NUMBER: EJ098679

PUBLICATION DATE: MAY 74

TITLE: BICULTURAL LEGAL EDUCATION FOR NATIVE AMERICANS

PERSONAL AUTHOR: CONN, STEPHEN

DESCRIPTOR: *LAW INSTRUCTION; *MINORITY GROUPS; *CURRICULUM DEVELOPMENT; AMERICAN INDIANS; ESKIMOS; INSTRUCTIONAL MATERIALS; AMERICAN CULTURE; BICULTURALISM

THE CHALLENGE OF LEGAL EDUCATION FOR MINORITY GROUPS IS RECOUNTED FROM THE POINT OF VIEW OF THE CURRICULUM DEVELOPER. (KM)

JOURNAL CITATION: LAW IN AMERICAN SOCIETY; 3; 2; 18-22

ACCESSION NUMBER: EJ099318

PUBLICATION DATE: MAR 74

TITLE: AMERICAN INDIAN VERSE TRANSLATIONS

PERSONAL AUTHOR: BEVIS, WILLIAM

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *POETRY; *TRANSLATION; *TEXTBOOK SELECTION; COMPOSITION (LITERARY); BOOKLISTS; IMAGERY; LITERARY ANALYSIS; BOOK REVIEWS; CULTURAL TRAITS; EDITING

IDENTIFIER: *AMERICAN INDIAN POETRY

JOURNAL CITATION: COLLEGE ENGLISH; 35; 6; 693-703

ACCESSION NUMBER: EJ099319

PUBLICATION DATE: MAR 74

TITLE: A BIBLIOGRAPHY AND AN ANTHOLOGY OF AMERICAN INDIAN LITERATURE

PERSONAL AUTHOR: SAYRE, ROBERT F.

DESCRIPTOR: *BIBLIOGRAPHIES; *AMERICAN INDIAN CULTURE; *TEXTBOOK SELECTION; BOOKLISTS; ANTHOLOGIES; BOOK REVIEWS; LEGENDS; TRANSLATION; MYTHOLOGY

JOURNAL CITATION: COLLEGE ENGLISH; 35; 6; 706-706

ACCESSION NUMBER: EJ099848

PUBLICATION DATE: MAY 74

TITLE: MONJO'S MANIFEST DESTINY: AUTHORS CAN CLAIM ANY TERRITORY IN LITERATURE

PERSONAL AUTHOR: MONJO, F. N.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL IMAGES; *ETHNIC STEREOTYPES; *LITERARY CRITICISM; CHILDRENS BOOKS; CHILDRENS LITERATURE; STEREOTYPES

THE AUTHOR OF "INDIAN SUMMER" RESPONDS TO CRITICISM BY MARY BYLER (LIBRARY JOURNAL, FEBRUARY 15, 1974 P.546) THAT HIS BOOK PRESENTS A STEREOTYPED AND DEROGATORY PICTURE OF THE AMERICAN INDIAN. (JG)

JOURNAL CITATION: SCHOOL LIBRARY JOURNAL; 20; 9; 36-7

ACCESSION NUMBER: EJ099989

PUBLICATION DATE: SUM 74

TITLE: SOUTHERN PLAINS INDIAN RELOCATION RETURNEES

PERSONAL AUTHOR: BRINKER, PAUL A.; TAYLOR, BENJAMIN J.

DESCRIPTOR: *ACCULTURATION; *ADJUSTMENT (TO ENVIRONMENT); *AMERICAN INDIANS; *RELOCATION; ADJUSTMENT PROBLEMS; ALCOHOLISM; ECONOMIC FACTORS; HEALTH; RESIDENTIAL PATTERNS; URBAN AREAS; RESERVATIONS (INDIAN)

IDENTIFIER: *SOUTHERN PLAINS INDIANS

THE RELOCATION OF 323 SOUTHERN PLAINS INDIANS FROM WESTERN OKLAHOMA FROM 1968 TO 1972 WAS STUDIED. A FURTHER STUDY WAS MADE OF THE 47 INDIANS WHO LEFT THEIR RELOCATION CITY WITHIN A YEAR TO RETURN TO THE RESERVATION. (NQ)

JOURNAL CITATION: HUMAN ORGANIZATION; 33; 2; 139-46

ACCESSION NUMBER: EJ099998

PUBLICATION DATE: SPR 73

TITLE: LA CIENCIA DE LOS ANTIGUOS MEXICANOS: UNA BIBLIOGRAFIA SELECTA

PERSONAL AUTHOR: ORTIZ-FRANCO, LUIS; MAGANA, MARIA

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *ANCIENT HISTORY; *MEXICANS; *MATHEMATICAL CONCEPTS; *SCIENTIFIC CONCEPTS; AMERICAN INDIANS; CULTURAL BACKGROUND; CONCEPT FORMATION; PERIODICALS; PUBLICATIONS; RELIGIOUS FACTORS; RESOURCE CENTERS; SCIENCE HISTORY; WESTERN CIVILIZATION

IDENTIFIER: MAYAS

FIFTY-FIVE CITATIONS PERTAINING TO THE SCIENTIFIC AND MATHEMATIC DEVELOPMENT OF ANCIENT MEXICANS, PARTICULARLY THE MAYAS, ARE GIVEN IN THIS SELECT BIBLIOGRAPHY. THE INTRODUCTION AND DESCRIPTIONS OF RESOURCE LIBRARIES IN 8 STATES ARE IN SPANISH. (NQ)

JOURNAL CITATION: AZTLAN; 4; 1; 195-204

ACCESSION NUMBER: EJ099999

PUBLICATION DATE: 74

TITLE: AN INTRODUCTION TO AESTHETICS

PERSONAL AUTHOR: SIMON, WILMA

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; *HUMAN DEVELOPMENT; *PHILOSOPHY; *ART EXPRESSION; AESTHETIC EDUCATION; FUTURES (OF SOCIETY); NATURALISM; VALUES

THE ARTICLE DISCUSSES THE SALIENT FEATURES OF NATIVE AMERICAN INDIAN PHILOSOPHY, HOW IT AFFECTS THE AESTHETICS OF TODAY'S ART, AND WHAT THE FUTURE WILL BE. (KM)

JOURNAL CITATION: TAWOW; 4; 1; 5-9

ACCESSION NUMBER: EJ100000

PUBLICATION DATE: 74

TITLE: INDIAN ARTS IN CANADA

DESCRIPTOR: *AMERICAN INDIANS; *ART EXPRESSION; *BOOK REVIEWS; *CULTURAL AWARENESS; ART PRODUCTS; ACCULTURATION; BOOKS; CULTURAL BACKGROUND; CHANGE AGENTS; ILLUSTRATIONS; PHOTOGRAPHS

IDENTIFIER: *CANADA

A RECENT PUBLICATION, "INDIAN ARTS IN CANADA", EXAMINES SOME OF THE FORCES, BOTH PAST AND PRESENT, WHICH ARE NOT ONLY AFFECTING AMERICAN INDIAN ARTISTS TODAY, BUT WHICH WILL ALSO PROFOUNDLY INFLUENCE THEIR FUTURE. THE REVIEW PRESENTS A FEW OF THE ILLUSTRATIONS USED IN THE BOOK, ALONG WITH THE INTRODUCTION AND THE FOREWORD. (KM)

JOURNAL CITATION: TAWOW; 4; 1; 10-4

ACCESSION NUMBER: EJ100001

PUBLICATION DATE: 74

TITLE: INDIAN INUIT POTTERY '73

DESCRIPTOR: *AMERICAN INDIANS; *CERAMICS; *EXHIBITS; *HANDICRAFTS; ART EXPRESSION; ART PRODUCTS; ARTISTS; EXPOSITIONS

IDENTIFIER: *CANADA; INUITS

A UNIQUE EXHIBIT OF CANADIAN NATIVE CERAMICS WHICH BEGAN TOURING VARIOUS ART GALLERIES IN SEPTEMBER 1973 IS DESCRIBED BOTH VERBALLY AND PHOTOGRAPHICALLY. THE INDIAN INUIT POTTERY '73 DISPLAY, PART OF THE 1973 INTERNATIONAL CERAMICS EXHIBITION, INCLUDES 110 SAMPLES OF CRAFTSMANSHIP FROM INDIAN AND INUIT ARTISTS ACROSS CANADA. (KM)

JOURNAL CITATION: TAWOW; 4; 1; 35-9

ACCESSION NUMBER: EJ100630

PUBLICATION DATE: SUM 74

TITLE: IMPLICATIONS OF THE RANK CONCESSION SYNDROME FOR ADULT EDUCATION PROGRAMS: AN EXPLORATION IN SOCIAL ROLES AND PROGRAM EFFECTIVENESS

PERSONAL AUTHOR: POLLARD, W. GROSVENOR, III

DESCRIPTOR: *ADULT EDUCATION; *PROGRAM EFFECTIVENESS; *SOCIAL STRUCTURE; *AMERICAN INDIANS; SOCIAL STRATIFICATION; FORCE FIELD ANALYSIS; ACHIEVEMENT NEED; ETHNIC GROUPING

IDENTIFIER: *RANK CONCESSION SYNDROME; ORANS (MARTIN)

THEORIES OF RANK CONCESSION SYNDROME AND "ETHNIC BOUNDARIES" ARE APPLIED TO THE STUDY OF AN AMERICAN INDIAN GROUP IN RURAL WISCONSIN. (EA)

JOURNAL CITATION: ADULT EDUCATION; 24; 4; 255-69

ACCESSION NUMBER: EJ100873

PUBLICATION DATE: SPR 74

TITLE: "BILINGUALISM IN THE SOUTHWEST": A REVIEW

PERSONAL AUTHOR: TRUEBA, HENRY T.

DESCRIPTOR: *BILINGUAL EDUCATION; *AMERICAN INDIANS; *SPANISH AMERICANS; *SPANISH SPEAKING; BILINGUALISM; LINGUISTICS; APPLIED LINGUISTICS; ENGLISH (SECOND LANGUAGE); EDUCATIONAL RESEARCH; SPANISH CULTURE

IDENTIFIER: *SOUTHWESTERN UNITED STATES

JOURNAL CITATION: RESEARCH IN THE TEACHING OF ENGLISH; 8; 1; 69-74

ACCESSION NUMBER: EJ101401

PUBLICATION DATE: F 73

TITLE: SOME FORCES IMPENDING ON THE EDUCATION OF INDIANS

PERSONAL AUTHOR: GUE, LESLIE R.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL FACTORS; *EDUCATIONAL THEORIES; *SOCIOECONOMIC INFLUENCES; AMERICAN INDIAN LANGUAGES; CONFLICT; FUTURES (OF SOCIETY); ORGANIZATION; POLITICAL INFLUENCES

THE ARTICLE CONSIDERS SOME OF THE UNIQUE SOCIAL, LINGUISTIC, ECONOMIC, POLITICAL, AND ORGANIZATIONAL FACTORS THAT AFFECT AMERICAN INDIAN EDUCATION. (KM)

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 5; 2; 3-5

ACCESSION NUMBER: EJ101402

PUBLICATION DATE: F 73

TITLE: I. CONCEPTS OF CULTURAL STUDIES PROGRAM DEVELOPMENT: II. CONCEPTS AND SIGNIFICANCE OF TRIBAL HISTORY/LITERATURE PROJECTS

PERSONAL AUTHOR: WARREN, DAVE

DESCRIPTOR: AMERICAN INDIANS; *CULTURAL ACTIVITIES; *LITERARY HISTORY; *PROGRAM DEVELOPMENT; *RELEVANCE (EDUCATION); COMMUNITY INVOLVEMENT; METHODOLOGY; RESERVATIONS (INDIAN); TRIBES; URBAN STUDIES

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 5; 2; 6-12

ACCESSION NUMBER: EJ101403

PUBLICATION DATE: F 73

TITLE: FEDERAL INDIAN RESERVATIONS IN SAN DIEGO COUNTY

PERSONAL AUTHOR: MORIARTY, JAMES R.

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN HISTORY; *RESERVATIONS (INDIAN); *TRIBES; ANCIENT HISTORY; ANGLO AMERICANS; CULTURAL BACKGROUND; FEDERAL PROGRAMS; LAND SETTLEMENT; MAJORITY ATTITUDES; SPANISH AMERICANS

IDENTIFIER: *SAN DIEGO COUNTY; CALIFORNIA

THE ARTICLE EXAMINES THE HISTORY OF SAN DIEGO COUNTY (CALIFORNIA), CHRONOLOGICALLY TRACING ITS INDIAN RESIDENTS THROUGH THE PREHISTORIC, SPANISH-MEXICAN, AND AMERICAN PERIODS. (KM)

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 5; 2; 13-25

ACCESSION NUMBER: EJ101404

PUBLICATION DATE: F 73

TITLE: RECORDS OF GENERALOGICAL VALUE TO NATIVE AMERICANS IN THE NATIONAL ARCHIVES AND THE FEDERAL ARCHIVES AND RECORDS CENTERS

PERSONAL AUTHOR: MORISTO, DENNIS; YOUNG, JAMES R.

DESCRIPTOR: *AMERICAN INDIANS; *ARCHIVES; *AMERICAN HISTORY; *NATIONAL LIBRARIES; *RESOURCE CENTERS; CULTURAL BACKGROUND; INFORMATION NEEDS; INFORMATION SOURCES; RECORDKEEPING

IDENTIFIER: NATIONAL ARCHIVES; FEDERAL ARCHIVES AND RECORD CENTERS

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 5; 2; 26-8

ACCESSION NUMBER: EJ101405

PUBLICATION DATE: F 73

TITLE: THE MENOMINEE RESTORATION ACT

PERSONAL AUTHOR: DEER, ADA E.

DESCRIPTOR: *AMERICAN INDIANS; *FEDERAL LEGISLATION; *LEGAL RESPONSIBILITY; *TREATIES; CURRENT EVENTS; DISSENT; DEPRESSED AREAS (GEOGRAPHIC); ECONOMIC FACTORS; HISTORY; RESERVATIONS (INDIAN)

IDENTIFIER: *MENOMINEES

THE ARTICLE DISCUSSES THE BACKGROUND AND CURRENT STATUS OF THE MENOMINEE RESTORATION BILL, WHICH WILL REVERSE THE TERMINATION OF FEDERAL RESPONSIBILITY EFFECTED ON THE WISCONSIN MENOMINEE TRIBE IN 1961. (KM)

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 5; 2; 29-30

ACCESSION NUMBER: EJ101406

PUBLICATION DATE: SPR 74

TITLE: HIGHLIGHTS OF YAQUI HISTORY

PERSONAL AUTHOR: SPICER, EDWARD H.

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN HISTORY; *DEVELOPED NATIONS; *MEXICAN AMERICAN HISTORY; CULTURAL BACKGROUND; MAPS; POLITICS; REVOLUTION; TREATIES

IDENTIFIER: *YAQUIS

ASTRIDE AN INTERNATIONAL BOUNDARY, YAQUI INDIANS HAVE MADE THEMSELVES FELT IN IMPORTANT WAYS IN BOTH MEXICO AND THE UNITED STATES. THE ARTICLE DISCUSSES THE FAIRLY DETAILED RECORD OF THE UNIQUE YAQUI EXPERIENCE DURING THE PAST 450 YEARS. (KM)

JOURNAL CITATION: INDIAN HISTORIAN; 7; 2; 2-9,53

ACCESSION NUMBER: EJ101407

PUBLICATION DATE: SPR 74

TITLE: EXTINGUISHING INDIAN LAND TITLE IN WESTERN OREGON

PERSONAL AUTHOR: ROBBINS, WILLIAM G.

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN HISTORY; *FEDERAL LEGISLATION; *LAND SETTLEMENT; ANGLO AMERICANS; IMPERIALISM; MIGRATION; STEALING; TREATIES

IDENTIFIER: *OREGON

HISTORICAL DEVELOPMENTS IN WESTERN OREGON BETWEEN 1840 AND 1860 PROVIDE A CLASSIC SITUATION OF THE IMPERIAL CONQUEST OF INDIAN LANDS BY WHITE SETTLERS. (KM)

JOURNAL CITATION: INDIAN HISTORIAN; 7; 2; 10-14,52

ACCESSION NUMBER: EJ101408

PUBLICATION DATE: SPR 74

TITLE: THE AMERICANIZATION OF EDUCATION IN THE UNITED STATES

PERSONAL AUTHOR: FORBES, JACK D.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURE CONFLICT; *EDUCATIONAL OBJECTIVES; *RELEVANCE (EDUCATION); CULTURAL BACKGROUND; DEFINITIONS; ETHNIC GROUPS; SELF CONCEPT; TRIBES; VALUES

IDENTIFIER: *POWHATAN GOALS OF EDUCATION

THE GOALS OF EDUCATION FOR NATIVE AMERICANS SHOULD BE BASED UPON THE DEVELOPMENT OF THE INDIVIDUAL AND THE MAINTENANCE OR REESTABLISHMENT OF THE NATIVE COMMUNITY IN HARMONY WITH THE UNIVERSE (THE POWHATAN GOALS OF EDUCATION) (KM)

JOURNAL CITATION: INDIAN HISTORIAN; 7; 2; 15-21

ACCESSION NUMBER: EJ101409

PUBLICATION DATE: SPR 74

TITLE: FUNERAL RITES OF THE QUECHAN TRIBE

PERSONAL AUTHOR: SWIFT ARROW, BERNADINE

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL EVENTS; *DEATH; *PREDICTION; BUILDING MATERIALS; CULTURAL BACKGROUND; FAMILY INVOLVEMENT; FIRE PROTECTION; LEGENDS; RELIGION

IDENTIFIER: *QUECHANS

JOURNAL CITATION: INDIAN HISTORIAN; 7; 2; 22-4

ACCESSION NUMBER: EJ101410

PUBLICATION DATE: SPR 74

TITLE: THE NEXT THREE YEARS: A TIME FOR CHANGE

PERSONAL AUTHOR: DELORIA, VINE, JR.

DESCRIPTOR: *AMERICAN INDIANS; *CHANGE STRATEGIES; *FEDERAL LEGISLATION; *FUTURES (OF SOCIETY); *PROGRAM DEVELOPMENT; DECISION MAKING; FEDERAL PROGRAMS; INDIVIDUAL POWER; RURAL AREAS; URBAN AREAS; VALIDITY

AMERICAN INDIANS ARE NOW AT THE STAGE WHERE, IF THEY WISH TO MAINTAIN AND FURTHER ADVANCES THEY HAVE MADE, THEY MUST FORCE THE GOVERNMENT TO CLARIFY ITS POLICIES, TO STREAMLINE ITS PROGRAMS, AND TO DEAL HONESTLY WITH ALL INDIAN COMMUNITIES. (KM)

JOURNAL CITATION: INDIAN HISTORIAN; 7; 2; 25-7,53

ACCESSION NUMBER: EJ101411

PUBLICATION DATE: SPR 74

TITLE: FORKED TONGUE IN CHEEK OR LIFE AMONG THE NOBLE CIVILAGES

PERSONAL AUTHOR: LURIE, NANCY OESTREICH

DESCRIPTOR: *AMERICAN INDIANS; *ATTITUDES; *CULTURAL BACKGROUND; *INDIVIDUAL DIFFERENCES; *SOCIOECONOMIC INFLUENCES; ANTHROPOLOGY; AFFECTIVE BEHAVIOR; DEVELOPING NATIONS; ETHNOCENTRISM; HISTORY; HUMAN DIGNITY; LAND SETTLEMENT; MINORITY GROUPS; MIDDLE CLASS CULTURE

IDENTIFIER: *CIVILAGES

ALTHOUGH ALL CULTURAL GROUPS (CIVILAGES) ARE UNIQUE IN SOME RESPECT, INDIAN PEOPLE ARE UNIQUE IN MORE WAYS THAN OTHER AMERICANS AND IN WAYS THAT SET THEM APART FROM ALL OTHER AMERICANS, TAKING ALL MINORITIES AND THE DOMINANT SOCIETY AS A WHOLE. BEGINNING WITH U.S. COLONIAL HISTORY, THE ARTICLE DISCUSSES THE SO-CALLED DOMINANT SOCIETY, ITS BEHAVIOR TOWARD INDIANS AND HOW ENTRENCHED ATTITUDES UNDERLYING THAT BEHAVIOR HAVE DEVELOPED IN THE COURSE OF THE AMERICAN CULTURAL HISTORY. (KM)

JOURNAL CITATION: INDIAN HISTORIAN; 7; 2; 28-40,52

ACCESSION NUMBER: EJ101412

PUBLICATION DATE: SPR 74

TITLE: POPULATION FIGURES FOR MANDAN INDIANS

PERSONAL AUTHOR: GLASSNER, MARTIN IRA

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN HISTORY; *MAPS; *POPULATION TRENDS; CENSUS FIGURES; DISEASE RATE; DEATH; MIGRATION PATTERNS; RELIABILITY; TRIBES

IDENTIFIER: *MANDANS; NORTH DAKOTA

JOURNAL CITATION: INDIAN HISTORIAN; 7; 2; 41-6

ACCESSION NUMBER: EJ101413

PUBLICATION DATE: SPR 74

TITLE: THE PHILOSOPHER AND THE INDIAN: CORRELATIONS BETWEEN PLOTINUS AND BLACK ELK

PERSONAL AUTHOR: SOBOSAN, JEFFREY C.

DESCRIPTOR: *AMERICAN INDIANS; *LATIN LITERATURE; *MYSTICISM; *PHILOSOPHY; COMMUNICATION (THOUGHT TRANSFER); COMPARATIVE ANALYSIS; NATURAL RESOURCES; SYMBOLISM; VISION

IDENTIFIER: PLOTINUS; BLACK ELK

JOURNAL CITATION: INDIAN HISTORIAN; 7; 2; 47-8

ACCESSION NUMBER: EJ101416

PUBLICATION DATE: AUG-SEP 74

TITLE: IN QUEST OF THE UNRECONSTRUCTED CAJUN

PERSONAL AUTHOR: WRIGHT, LAWRENCE; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; *DISCRIMINATORY ATTITUDES (SOCIAL); *WATER RESOURCES; BILINGUALISM; ENVIRONMENTAL INFLUENCES; FRENCH; LIFE STYLE; NATURAL RESOURCES

IDENTIFIER: *CAJUNS; LOUISIANA

CAJUN CULTURE HAS ENDURED AGAINST EFFORTS TO SUPPRESS ITS FRENCH PATOIS LANGUAGE AND AGAINST TREATMENT OF CAJUNS AS SECOND-CLASS CITIZENS. TODAY, LOUISIANA'S CAJUNS FIGHT TO HOLD ONTO THEIR CULTURE, LANGUAGE, AND WATER-CENTERED WAY OF LIFE. (AUTHOR/KM)

JOURNAL CITATION: SOUTHERN VOICES; 1; 3; 32-48

ACCESSION NUMBER: EJ101867

PUBLICATION DATE: SPR 74

TITLE: NATIVE WOMEN TODAY

PERSONAL AUTHOR: WITT, SHIRLEY HILL

DESCRIPTOR: *AMERICAN INDIANS; *SEX DISCRIMINATION; *FEMINISM; *ETHNIC GROUPS; STEREOTYPES; ACCULTURATION; NEUROSIS; HEALTH SERVICES; EDUCATIONAL DISADVANTAGEMENT; SOCIAL CHANGE

SUGGESTS THAT WHEN THE COMMONALITIES BETWEEN MINORITY AND MAJORITY WOMEN ARE RECOGNIZED, A NATIONAL MOVEMENT FOR THE EQUALITIES OF PEOPLES AND SEXES WILL BE UNDERWAY. (AUTHOR/SF)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 6; 3; 29-35

ACCESSION NUMBER: EJ102327

PUBLICATION DATE: 74

TITLE: INDIANNESS, SEX, AND GRADE DIFFERENCES ON BEHAVIOR AND PERSONALITY MEASURES AMONG OGLALA SIOUX ADOLESCENTS

PERSONAL AUTHOR: CRESS, JOSEPH N.; O'DONNELL, JAMES P.

DESCRIPTOR: *ACCULTURATION; *CULTURAL PLURALISM; *AMERICAN INDIANS; *PERSONALITY TESTS; ADOLESCENTS; ETHNIC GROUPS; MINORITY GROUPS; RESERVATIONS (INDIAN); RACE

IDENTIFIER: *COOPERSMITH BEHAVIOR RATING FORM

THIS STUDY ASSESSES INDIANNESS (MIXED OR FULL-BLOOD), SEX, AND GRADE DIFFERENCES AMONG OGLALA SIOUX HIGH SCHOOL STUDENTS, USING THE COOPERSMITH BEHAVIOR RATING FORMS AND THE QUAY-PETERSON BEHAVIOR PROBLEM CHECKLIST. RESULTS INDICATE THAT MIXED-BLOODS HAD HIGHER ACHIEVEMENT AND GREATER POPULARITY THAN FULL-BLOODS. FEWER PROBLEMS AND HIGHER ACHIEVEMENT WERE EVIDENT WITH INCREASED GRADE LEVEL. (AUTHOR/HMV)

JOURNAL CITATION: PSYCHOLOGY IN THE SCHOOLS; 11; 3; 306-309

ACCESSION NUMBER: EJ103029

PUBLICATION DATE: AUG 72

TITLE: A FAIR SHARE

PERSONAL AUTHOR: KICKING BIRD, KIRKE

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL RESPONSIBILITY; *FEDERAL LEGISLATION; *GOVERNMENT ROLE; FEDERAL PROGRAMS; FINANCIAL SUPPORT; LEGISLATORS; PUBLIC SCHOOLS; POLITICS

IDENTIFIER: *INDIAN EDUCATION ACT OF 1972; OFFICE OF EDUCATION

ON JUNE 23, 1972, CONGRESS PASSED PUBLIC LAW 92-318 ("THE INDIAN EDUCATION ACT") WHICH DELEGATES AUTHORITY TO THE U.S. OFFICE OF EDUCATION (USOE) TO MAKE A SIGNIFICANT CONTRIBUTION IN THE AREA OF INDIAN EDUCATION. THIS ARTICLE EXPLAINS WHY OE WAS NOT PREVIOUSLY INVOLVED IN INDIAN EDUCATION, AND GIVES A GENERAL INTRODUCTION TO OE AND THE ACT. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 1; 4-13

ACCESSION NUMBER: EJ103037

PUBLICATION DATE: SEP 72

TITLE: GUIDE TO PROPOSAL WRITING

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL ECONOMICS; *FOUNDATION PROGRAMS; *FEDERAL AID; *PROJECT APPLICATIONS; INCENTIVE GRANTS; LEGISLATION; PRIVATE FINANCIAL SUPPORT; RESOURCE GUIDES; TECHNICAL WRITING; WRITING SKILLS

THE ARTICLE DISCUSSES THE DIFFERENCES AND SIMILARITIES BETWEEN 2 MAJOR SOURCES FOR AMERICAN INDIAN GRANT FUNDS - THE FEDERAL GOVERNMENT AND PRIVATE PHILANTHROPIC FOUNDATIONS. THE BASIC APPLICATION PROCEDURE IS ALSO GIVEN. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 2; 3-25

ACCESSION NUMBER: EJ103038

PUBLICATION DATE: OCT 72

TITLE: A QUICK REVIEW OF TITLE IV, P.L. 92-318: "INDIAN EDUCATION ACT"

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL OPPORTUNITIES; *FEDERAL LEGISLATION; FINANCIAL SUPPORT; LAWS; TREATIES

IDENTIFIER: *INDIAN EDUCATION ACT OF 1972

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 3; 4-5

ACCESSION NUMBER: EJ103039

PUBLICATION DATE: OCT 72

TITLE: THE APPROPRIATIONS PROCESS

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL FINANCE; *FEDERAL LEGISLATION; *FEDERAL AID; PUBLIC SCHOOLS; PROGRAM BUDGETING; TREATIES

IDENTIFIER: BUREAU OF INDIAN AFFAIRS; BIA

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 3; 6-8

ACCESSION NUMBER: EJ103040

PUBLICATION DATE: OCT 72

TITLE: APPROPRIATIONS FOR AN EDUCATION ACT: AN UPHILL SWIM

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL FINANCE; *FEDERAL LEGISLATION; *FEDERAL AID; ADULT LEADERS; FUTURES (OF SOCIETY); LEGISLATORS; SUCCESS FACTORS; SPEECHES; TREATIES

IDENTIFIER: *INDIAN EDUCATION ACT OF 1972

THE ARTICLE DISCUSSES THE FUNDING OF THE 1972 INDIAN EDUCATION ACT, AND THE OBSTACLES THAT ALMOST PREVENTED ITS PASSAGE. THE IMPORTANT STEPS ARE CHRONOLOGICALLY REVIEWED, ALSO INCLUDING THE TESTIMONY OF INDIAN LEADERS AND A SUMMARY OF APPROPRIATION REQUESTS. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 3; 9-15

ACCESSION NUMBER: EJ103041

PUBLICATION DATE: OCT 72

TITLE: EDUCATIONAL TRADING POST ON THE MATTAPONI INDIAN RESERVATION

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN HISTORY; *CROSS CULTURAL STUDIES; *EDUCATIONAL OBJECTIVES; EDUCATION SERVICE CENTERS; HUMAN GEOGRAPHY; HANDICRAFTS; RESERVATIONS (INDIAN)

IDENTIFIER: *MATTAPONI INDIAN RESERVATION; TRADING POSTS

THE MATTAPONI INDIAN RESERVATION (WEST POINT, VIRGINIA) BEGAN ITS EDUCATIONAL TRADING POST IN 1969. ITS PURPOSE IS TO TEACH PEOPLE OF ALL RACES THAT AMERICA DID NOT BEGIN WITH THE ENGLISH LANDING AT JAMESTOWN. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 3; 16

ACCESSION NUMBER: EJ103042

PUBLICATION DATE: OCT 72

TITLE: THE IMPLEMENTATION PROCESS: A VIEW FROM U.S.O.E.

DESCRIPTOR: *AMERICAN INDIANS; *ADVISORY COMMITTEES; *EDUCATIONAL OPPORTUNITIES; *FEDERAL LEGISLATION; INTEGRATED ACTIVITIES; LAWS; TREATIES

IDENTIFIER: *NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION; INDIAN EDUCATION ACT OF 1972

IN AUGUST AND SEPTEMBER, 1972, THE OFFICE OF AMERICAN INDIAN AFFAIRS (U.S. OFFICE OF EDUCATION) COMPILED NAMES FOR THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 3; 17-19

ACCESSION NUMBER: EJ103043

PUBLICATION DATE: DEC-JAN 73

TITLE: ARE YOU GOING TO COLLEGE?

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGE ADMISSION; *COLLEGE STUDENTS; *FINANCIAL SUPPORT; *SUCCESS FACTORS; COLLEGE CHOICE; EDUCATIONAL RESOURCES; FEDERAL PROGRAMS; GUIDES; STATE PROGRAMS

THE ARTICLE EXPLAINS HOW TO CHOOSE A COLLEGE, THE ADMISSIONS PROCESS, FINANCIAL AID, AND FEDERAL STUDENT FINANCIAL ASSISTANCE PROGRAMS -- BOTH THE BUREAU OF INDIAN AFFAIRS (BIA) SCHOLARSHIP PROGRAM AND OFFICE OF EDUCATION FINANCIAL AID PROGRAMS. THE APPENDIX INCLUDES A GLOSSARY, PROGRAMS AND AID IN SPECIFIC PROFESSIONAL AREAS, BIA AREA OFFICE SCHOLARSHIP OFFICERS, TRIBAL SCHOLARSHIPS AND LOANS, AND STATE GRANT AND LOAN PROGRAMS. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1: 5; 3-30

ACCESSION NUMBER: EJ103044

PUBLICATION DATE: FEB 73

TITLE: INDIAN SELF-DETERMINATION AND EDUCATION REFORM ACT OF 1973

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL CHANGE; *FEDERAL LEGISLATION; *INDIVIDUAL POWER; DEVELOPMENTAL PROGRAMS; EDUCATIONAL PHILOSOPHY; LAWS; LEGAL RESPONSIBILITY; PROGRAM DESCRIPTIONS; SELF DIRECTED GROUPS

IDENTIFIER: *INDIAN SELF DETERMINATION AND EDUCATION REFORM ACT OF 1973

THE ISSUE SUMMARIZES AND REVIEWS THE INDIAN SELF-DETERMINATION AND EDUCATIONAL REFORM ACT OF 1973 (S.1017), WHICH WAS INTRODUCED INTO THE SENATE AT THE END OF FEBRUARY. SECTIONS COVER HOW A BILL BECOMES LAW AND A SUMMARY OF S.1017 (INCLUDING INDIANS IN PUBLIC SCHOOLS, PROFESSIONAL DEVELOPMENT, AND RESEARCH AND DEVELOPMENT). (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1: 6; 3-20

ACCESSION NUMBER: EJ103045

PUBLICATION DATE: MAR 73

TITLE: AN INDIAN EDUCATION LEADER SPEAKS OUT ON THE INDIAN EDUCATION ACT OF 1972

PERSONAL AUTHOR: SAHMAUNT, HERSCHEL

DESCRIPTOR: *AMERICAN INDIANS; *ADULT LEADERS; *EDUCATIONAL LEGISLATION; *FEDERAL LEGISLATION; COURT LITIGATION; FINANCIAL SUPPORT; FUTURES (OF SOCIETY); PROGRAM DEVELOPMENT; SPEECHES; SELF DIRECTED GROUPS

IDENTIFIER: *INDIAN EDUCATION ACT OF 1972; NATIONAL INDIAN EDUCATION ASSOCIATION

THE 1972 INDIAN EDUCATION ACT IS THE FIRST PIECE OF LEGISLATION ENACTED INTO LAW THAT GIVES INDIAN PEOPLE ON RESERVATIONS, IN RURAL SETTINGS, AND IN THE CITIES CONTROL OVER THEIR OWN EDUCATION. A BRIEF HISTORY OF THE ACT, THE PAST AND PRESENT STRUGGLE FOR APPROPRIATIONS, LAWSUITS FOR INDIAN EDUCATION, THE STRUGGLE FOR IMPLEMENTATION, AND THE FUTURE ARE DISCUSSED. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 7; 4-10

ACCESSION NUMBER: EJ103046

PUBLICATION DATE: MAR 73

TITLE: LAW SUITS FREE INDIAN EDUCATION MONIES

DESCRIPTOR: *AMERICAN INDIANS; *COURT LITIGATION; *EDUCATIONAL FINANCE; *FEDERAL LEGISLATION; BOARDS OF EDUCATION; FEDERAL GOVERNMENT; FINANCIAL NEEDS; LEGAL AID PROJECTS; SELF DIRECTED GROUPS

IDENTIFIER: *INDIAN EDUCATION ACT OF 1972; NATIVE AMERICAN RIGHTS FUND; COALITION OF INDIAN CONTROLLED SCHOOL BOARDS

IN 1973, WHEN IT BECAME EVIDENT THAT THE FEDERAL ADMINISTRATION WAS NOT GOING TO IMPLEMENT THE 1972 INDIAN EDUCATION ACT OR RELEASE ITS FUNDS UNLESS PRESSURE WAS APPLIED, BOTH THE NATIVE AMERICAN RIGHTS FUND AND THE COALITION OF INDIAN CONTROLLED SCHOOL BOARDS FILED SUIT AGAINST THE FEDERAL GOVERNMENT. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 7; 11-13

ACCESSION NUMBER: EJ103047

PUBLICATION DATE: MAR 73

TITLE: THE WHITE HOUSE SELECTS THE NATIONAL ADVISORY COUNCIL

PERSONAL AUTHOR: ROBINSON, ROSE

DESCRIPTOR: *AMERICAN INDIANS; *ADVISORY COMMITTEES; *EDUCATIONAL GUIDANCE; *FEDERAL LEGISLATION; GOVERNMENT ROLE; LOCAL ISSUES; NATIONAL PROGRAMS; SOCIAL ACTION; SELF DIRECTED GROUPS

IDENTIFIER: *NATIONAL ADVISORY COUNCIL FOR INDIAN EDUCATION; INDIAN EDUCATION ACT OF 1972

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 7; 14-15

ACCESSION NUMBER: EJ103048

PUBLICATION DATE: MAR 73

TITLE: MEET THE NATIONAL ADVISORY COUNCIL FOR INDIAN EDUCATION

DESCRIPTOR: *AMERICAN INDIANS; *ADVISORY COMMITTEES; *EDUCATIONAL GUIDANCE; *LEADERSHIP RESPONSIBILITY; ADULT LEADERS; COURT LITIGATION; FEDERAL PROGRAMS; INDIVIDUAL CHARACTERISTICS; PROGRAM DESCRIPTIONS; SELF DIRECTED GROUPS

IDENTIFIER: *NATIONAL ADVISORY COUNCIL FOR INDIAN EDUCATION; INDIAN EDUCATION ACT OF 1972

THE NATIONAL ADVISORY COUNCIL FOR INDIAN EDUCATION IS A 15-MEMBER, ALL INDIAN COUNCIL ESTABLISHED BY THE INDIAN EDUCATION ACT OF 1972. THE ARTICLE DISCUSSES THE ROLE AND RESPONSIBILITIES OF THE COUNCIL, AND LISTS ITS MEMBERS, INCLUDING THEIR TRIBES, ADDRESSES, AND EXPERIENCE. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 7; 16-21

ACCESSION NUMBER: EJ103049

PUBLICATION DATE: MAR 73

TITLE: FEATURE PROGRAM: PROJECT N.I.C.E.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL OBJECTIVES; *FEDERAL AID; *PROGRAM DESCRIPTIONS; CURRICULUM DEVELOPMENT; COMMUNITY INVOLVEMENT; DROPOUTS; PROGRAM EFFECTIVENESS; SELF DIRECTED GROUPS

IDENTIFIER: *NORTHERN INDIAN CALIFORNIA EDUCATION PROJECT; NICE

THE NORTHERN INDIAN CALIFORNIA EDUCATION PROJECT, ESTABLISHED IN 1971, HAS PILOT PROGRAMS IN 6 SCHOOLS WHICH REACH OUT TO 24 ADDITIONAL SCHOOLS. THE ARTICLE LISTS PROJECT GOALS, THE IMPLEMENTATION OF THESE GOALS, ACCOMPLISHMENTS, AND AVAILABLE MATERIALS. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 7; 22-24

ACCESSION NUMBER: EJ103050

PUBLICATION DATE: APR 73

TITLE: THE EXECUTIVE DIRECTOR SPEAKS OUT

PERSONAL AUTHOR: CLIFFORD, GERALD M.

DESCRIPTOR: *AMERICAN INDIANS; *BOARDS OF EDUCATION; *COMMUNITY LEADERS; *QUESTION ANSWER INTERVIEWS; COMMUNITY CONTROL; EDUCATIONAL DEVELOPMENT; ORGANIZATIONS (GROUPS); SELF DIRECTED GROUPS; SCHOOL COMMUNITY RELATIONSHIP

IDENTIFIER: *COALITION OF INDIAN CONTROLLED SCHOOL BOARDS; CICSB

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 8; 4-6

ACCESSION NUMBER: EJ103051

PUBLICATION DATE: APR 73

TITLE: CICSB URGES MORE CONTROL AT LOCAL LEVELS

DESCRIPTOR: *AMERICAN INDIANS; *BOARDS OF EDUCATION; *COMMUNITY CONTROL; *EDUCATIONAL ALTERNATIVES; EDUCATIONAL DEVELOPMENT; ORGANIZATIONS (GROUPS); PROGRAM DESCRIPTIONS; SELF DIRECTED GROUPS; SCHOOL COMMUNITY RELATIONSHIP; SUCCESS FACTORS

IDENTIFIER: *COALITION OF INDIAN CONTROLLED SCHOOL BOARDS; CICSB

THE COALITION OF INDIAN CONTROLLED SCHOOL BOARDS WAS ORGANIZED IN 1971, FORMING AN ALLIANCE OF INDIAN SCHOOLS WHO SHARED COMMON EDUCATIONAL CONCERNS. THE COALITION STAND HAS PROVED THAT THE MOST EFFECTIVE WAY TO SUCCESSFULLY IMPROVE EDUCATION FOR AMERICAN INDIANS IS TO PLACE THE CONTROL AND DECISION MAKING POWER IN THE HANDS OF INDIAN PEOPLE. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 8; 7-12

ACCESSION NUMBER: EJ103052

PUBLICATION DATE: APR 73

TITLE: QUARTERLY REPORT REFLECTS MULTI-ISSUE INVOLVEMENT

DESCRIPTOR: *AMERICAN INDIANS; *ACTIVITIES; *BOARDS OF EDUCATION; *ORGANIZATIONS (GROUPS); COMMUNITY CONTROL; EDUCATIONAL DEVELOPMENT; FEDERAL LEGISLATION; FUTURES (OF SOCIETY); PROGRAM DESCRIPTIONS; SELF DIRECTED GROUPS

IDENTIFIER: *COALITION OF INDIAN CONTROLLED SCHOOL BOARDS; CICSB

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 8; 13-17

ACCESSION NUMBER: EJ103053

PUBLICATION DATE: APR 73

TITLE: FEATURE PROGRAM: THE ASSOCIATION OF AMERICAN INDIAN PHYSICIANS

DESCRIPTOR: *AMERICAN INDIANS; *HEALTH PERSONNEL; *MEDICAL ASSOCIATIONS; *PHYSICIANS; COMMUNITY INVOLVEMENT; DELIVERY SYSTEMS; HEALTH SERVICES; MANPOWER NEEDS; PROGRAM DEVELOPMENT; RECRUITMENT

IDENTIFIER: *ASSOCIATION OF AMERICAN INDIAN PHYSICIANS; AAIP

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 8; 18-20

ACCESSION NUMBER: EJ103054

PUBLICATION DATE: MAY 73

TITLE: THE LUMMI MANAGEMENT EDUCATION PROGRAM: "A PILOT PROGRAM FOR NATIVE AMERICANS"

PERSONAL AUTHOR: PATTON, ROBERT T.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *MANAGEMENT EDUCATION; *PILOT PROJECTS; *SELF DIRECTED GROUPS; ECONOMIC DEVELOPMENT; FEDERAL AID; HUMAN SERVICES; LEADERSHIP TRAINING; PROGRAM PLANNING; SOCIOECONOMIC INFLUENCES

IDENTIFIER: *LUMMI INDIANS; WASHINGTON STATE

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 9; 3-10

ACCESSION NUMBER: EJ103055

PUBLICATION DATE: MAY 73

TITLE: LUMMI AQUACULTURE PROJECT: A TRIBAL BUSINESS IN HARMONY WITH INDIAN CULTURE

PERSONAL AUTHOR: JAMES, ROBERT; PATTON, ROBERT

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL ENVIRONMENT; *ECONOMIC DEVELOPMENT; *FISHERIES; LIVING STANDARDS; NATURAL RESOURCES; RESERVATIONS (INDIAN); SEAFOOD; SELF DIRECTED GROUPS; WATER RESOURCES

IDENTIFIER: *LUMMI INDIANS; WASHINGTON STATE

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 9; 11-12

ACCESSION NUMBER: EJ103056

PUBLICATION DATE: MAY 73

TITLE: THE AIMI METHOD FOR THE DEVELOPMENT OF INDIAN MANAGERS

PERSONAL AUTHOR: WILSON, RICHARD N.

DESCRIPTOR: *AMERICAN INDIANS; *MANAGEMENT EDUCATION; *SELF DIRECTED GROUPS; *TRAINING OBJECTIVES; ECONOMIC DEVELOPMENT; FEDERAL AID; FINANCIAL SERVICES; HUMAN RESOURCES; LEADERSHIP TRAINING; ORGANIZATIONS (GROUPS)

IDENTIFIER: *AMERICAN INDIAN MANAGEMENT INSTITUTE

THE AMERICAN INDIAN MANAGEMENT INSTITUTE (AIMI) IS A NONPROFIT, INDIAN ADMINISTERED INSTITUTION ESTABLISHED IN 1972 TO PROVIDE TRAINING IN ALL ASPECTS OF INDIAN BUSINESS MANAGEMENT. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 9; 13-17

ACCESSION NUMBER: EJ103057

PUBLICATION DATE: MAY 73

TITLE: NEW USOE FINANCIAL AID PROGRAM ANNOUNCED

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL FINANCE; *FEDERAL AID; *POST SECONDARY EDUCATION; *SCHOLARSHIPS; ADMISSION CRITERIA; INCENTIVE GRANTS; PROGRAM DESCRIPTIONS; STUDENT LOAN PROGRAMS

IDENTIFIER: OFFICE OF EDUCATION

VARIOUS U.S. OFFICE OF EDUCATION FINANCIAL AID PROGRAMS FOR POST-SECONDARY EDUCATION ARE DESCRIBED. NATIVE AMERICAN STUDENTS MAY FIND THEMSELVES ELIGIBLE FOR THE BASIC OPPORTUNITY GRANT, A SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT, THE COLLEGE WORK STUDY PROGRAM, THE GUARANTEED STUDENT LOAN PROGRAM, OR THE NATIONAL DIRECT STUDENT LOAN PROGRAM. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 9; 18-20

ACCESSION NUMBER: EJ103058

PUBLICATION DATE: MAY 73

TITLE: FEATURE PROGRAM: URBAN INDIAN DEVELOPMENT ASSOCIATION

DESCRIPTOR: *AMERICAN INDIANS; *BUSINESS EDUCATION; *MANAGEMENT EDUCATION; *SELF DIRECTED GROUPS; BUSINESS SKILLS; ECONOMIC DEVELOPMENT; MERCHANDISING; ORGANIZATIONS (GROUPS); SUCCESS FACTORS; URBAN ENVIRONMENT

IDENTIFIER: *URBAN INDIAN DEVELOPMENT ASSOCIATION; UIDA

THE URBAN INDIAN DEVELOPMENT ASSOCIATION (UIDA) WAS FOUNDED IN 1969 UPON THE PRINCIPLE THAT INDIAN LEADERSHIP IS ESSENTIAL IN SOLVING INDIAN PROBLEMS. THE FIRST INDIAN BUSINESS DEVELOPMENT ORGANIZATION IN THIS COUNTRY, UIDA HELPS CLIENTS DEVELOP REALISTIC PLANS FOR THEIR FIRST YEAR OF BUSINESS OPERATION, INCLUDING SALES, DISTRIBUTION, EQUIPMENT, LOCATION, AND INVENTORY. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 9; 21-4

ACCESSION NUMBER: EJ103059

PUBLICATION DATE: JUN-JUL 73

TITLE: THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION: THE EXECUTIVE DIRECTOR WORKS TOWARD HARMONY

DESCRIPTOR: *AMERICAN INDIANS; *ADVISORY COMMITTEES; *FEDERAL PROGRAMS; *EDUCATIONAL FINANCE; ADMINISTRATIVE ORGANIZATION; COORDINATORS; LEGISLATION; LEADERSHIP; MORALE; POLITICS

IDENTIFIER: *INDIAN EDUCATION ACT OF 1972

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 10; 3-6

ACCESSION NUMBER: EJ103060

PUBLICATION DATE: JUN-JUL 73

TITLE: EDUCATION JOURNAL COMMENTARY: INTERNAL STRIFE OF NATIONAL ADVISORY COUNCIL CAUSED BY VOCAL MINORITY

DESCRIPTOR: *AMERICAN INDIANS; *ADVISORY COMMITTEES; *CONFLICT RESOLUTION; *FEDERAL PROGRAMS; EDUCATIONAL FINANCE; LEADERSHIP; NEEDS; POLITICS; TRIBES

IDENTIFIER: *NATIONAL ADVISORY COUNCIL FOR INDIAN EDUCATION; INDIAN EDUCATION ACT OF 1972

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 10; 7-12

ACCESSION NUMBER: EJ103061

PUBLICATION DATE: JUN-JUL 73

TITLE: HELP WANTED: INDIAN HEALTH PROFESSIONALS - PHYSICIANS, DENTISTS, OSTEOPATHS, OPTOMETRISTS, PHARMACISTS

PERSONAL AUTHOR: BLUE SPRUCE, GEORGE, JR.

DESCRIPTOR: *AMERICAN INDIANS; *HEALTH NEEDS; *HEALTH SERVICES; *HEALTH OCCUPATIONS EDUCATION; DENTISTS; DISEASES; ENVIRONMENTAL INFLUENCES; FEDERAL PROGRAMS; PHYSICIANS; RESERVATIONS (INDIAN)

IDENTIFIER: *INDIAN HEALTH SERVICE

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 10; 13-16

ACCESSION NUMBER: EJ103062

PUBLICATION DATE: JUN-JUL 73

TITLE: FUTURE UNCERTAIN FOR HEALTH CAREERS EDUCATION

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL OPPORTUNITIES; *FEDERAL PROGRAMS; *HEALTH OCCUPATIONS; FUTURES (OF SOCIETY); PROGRAM DEVELOPMENT

IDENTIFIER: *INDIAN HEALTH SERVICE; HEALTH RESOURCES ADMINISTRATION

IN 1971, A FEDERAL PROGRAM WAS STARTED TO PROMOTE AND ASSIST INDIANS WHO MIGHT CHOOSE A CAREER IN HEALTH. DUE TO A REORGANIZATION SLATED WITHIN THE HEALTH RESOURCES ADMINISTRATION (DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE), HOWEVER, THIS INDIAN PROGRAM IS HEADED FOR DEESCALIZATION AND MERGER WITH OTHER PROGRAMS FOR THE "DISADVANTAGED" IN THIS COUNTRY. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 10; 17-19

ACCESSION NUMBER: EJ103063

PUBLICATION DATE: AUG 73

TITLE: JOM RIP-OFF IN OKLAHOMA

DESCRIPTOR: *AMERICAN INDIANS; *FEDERAL AID; *INVESTIGATIONS; *STEALING; EDUCATIONAL FINANCE; FEDERAL PROGRAMS; GOVERNMENT ROLE; MONEY MANAGEMENT; RESERVATIONS (INDIAN); STATE PROGRAMS

IDENTIFIER: *JOHNSON O MALLEY FUNDS; OKLAHOMA

A REPORT BY THE DEPARTMENT OF THE INTERIOR ON THE MISUSE OF JOHNSON-O'MALLEY FUNDS IN OKLAHOMA IS REPRINTED IN ITS ENTIRETY. THE QUESTIONABLE COSTS TOTAL OVER $400 THOUSAND, AND THE REPORT RECOMMENDS THAT THE BUREAU OF INDIAN AFFAIRS SEEK COMPENSATION AND ADJUSTMENT FOR THE MISSPENT FUNDS. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 1; 2-40

ACCESSION NUMBER: EJ103064

PUBLICATION DATE: SEP 73

TITLE: BILINGUAL EDUCATION: A REALITY FOR INDIAN COMMUNITY ACTION

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; *FEDERAL AID; *PROGRAM PROPOSALS; AMERICAN INDIAN LANGUAGES; BICULTURALISM; DEMONSTRATION PROGRAMS; NATIVE SPEAKERS; PROGRAM DEVELOPMENT

IDENTIFIER: *TITLE VII BILINGUAL EDUCATION PROGRAM

THE ARTICLE BRIEFLY SUMMARIZES CRITERIA ESTABLISHED BY LAW FOR THOSE INTERESTED IN THE GENERAL PROCEDURE FOR INSTITUTING AN AMERICAN INDIAN BILINGUAL EDUCATION PROGRAM. TITLE VII ELEMENTARY AND SECONDARY EDUCATION ACT PROJECTS SERVING AMERICAN INDIANS AND ALASKAN NATIVES ARE ALSO LISTED. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 2; 4-11

ACCESSION NUMBER: EJ103065

PUBLICATION DATE: SEP 73

TITLE: A BILINGUAL EDUCATION PROJECT IN CHOCTAW

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; *CHOCTAW; *ELEMENTARY SCHOOL STUDENTS; *PROGRAM DESCRIPTIONS; BICULTURALISM; ENGLISH (SECOND LANGUAGE); INDIVIDUAL DEVELOPMENT; INSERVICE TEACHER EDUCATION; SELF CONCEPT

IDENTIFIER: OKLAHOMA

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 2; 12-13

ACCESSION NUMBER: EJ103066

PUBLICATION DATE: SEP 73

TITLE: PROJECT SUN (SPANISH, UTE, NAVAJO)

PERSONAL AUTHOR: MARTINEZ, JESUS D.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *MULTILINGUALISM; *PROGRAM DESCRIPTIONS; *PRIMARY GRADES; *SPANISH SPEAKING; BILINGUAL TEACHERS; COMMUNITY INVOLVEMENT; ENGLISH INSTRUCTION; INSERVICE TEACHER EDUCATION; MULTICULTURAL TEXTBOOKS; MONOLINGUALISM; RESERVATIONS (INDIAN); SECOND LANGUAGES

IDENTIFIER: NAVAJOS; UTES

A PART OF THE SOUTHWEST BOARD OF COOPERATIVE SERVICES, PROJECT SUN (SPANISH, UTE, NAVAJO) IS A MULTILINGUAL, MULTICULTURAL PROGRAM FOR CHILDREN IN GRADES K-3. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 2; 14-16

ACCESSION NUMBER: EJ103067

PUBLICATION DATE: SEP 73

TITLE: CAL STUDY ON AMERICAN INDIAN EDUCATION

DESCRIPTOR: *AMERICAN INDIANS; *FEDERAL GOVERNMENT; *LANGUAGE RESEARCH; *POLICY FORMATION; CURRICULUM DEVELOPMENT; LANGUAGE PROGRAMS; LANGUAGE PLANNING; RESOURCE MATERIALS; TEACHER CERTIFICATION

IDENTIFIER: *CENTER FOR APPLIED LINGUISTICS; CAL

(ARTICLE REPRINTED FROM "THE LINGUISTIC REPORTER", VOL. 15, NO. 4-5, MAY-JUNE 1973) THE CENTER FOR APPLIED LINGUISTIC HAS RECENTLY COMPLETED A STUDY ON LANGUAGE POLICY IN AMERICAN INDIAN EDUCATION. THE STUDY, PREPARED FOR THE BUREAU OF INDIAN AFFAIRS, WILL BE USED AS AN AID IN DESIGNING NEW CLASSROOM CURRICULA AND MATERIALS AS WELL AS SETTING REVISED TEACHER CERTIFICATION STANDARDS. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 2; 17-19

ACCESSION NUMBER: EJ103068

PUBLICATION DATE: OCT 73

TITLE: THE AMERICAN INDIAN LAW CENTER

DESCRIPTOR: *AMERICAN INDIANS; *LAW SCHOOLS; *LEGAL AID PROJECTS; *PROGRAM DESCRIPTIONS; *PROFESSIONAL TRAINING; FINANCIAL SUPPORT; HUMAN RESOURCES; RESOURCE CENTERS; SCHOLARSHIPS; SELF DIRECTED GROUPS

IDENTIFIER: UNIVERSITY OF NEW MEXICO; ALBUQUERQUE

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 3; 4-7

ACCESSION NUMBER: EJ103069

PUBLICATION DATE: OCT 73

TITLE: THE LAW SCHOOL APPLICATION PROCEDURE: HOW TO, WHEN TO, WHERE TO

DESCRIPTOR: *AMERICAN INDIANS; *ADMISSION (SCHOOL); *APTITUDE TESTS; *LAW SCHOOLS; ADMISSION CRITERIA; CURRICULUM GUIDES; COURSE DESCRIPTIONS; EDUCATIONAL FINANCE; GEOGRAPHIC LOCATION; SCHOLARSHIPS

IDENTIFIER: *AMERICAN INDIAN LAW PROGRAM

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 3; 8-10

ACCESSION NUMBER: EJ103070

PUBLICATION DATE: OCT 73

TITLE: AILSA ENCOURAGES GROWTH, INVOLVEMENT

DESCRIPTOR: *AMERICAN INDIANS; *INFORMATION DISSEMINATION; *LAW SCHOOLS; *STUDENT ORGANIZATIONS; ACTIVISM; COMMUNICATION (THOUGHT TRANSFER); COURT LITIGATION; COMMUNITY INVOLVEMENT; DISCUSSION GROUPS; HUMAN RELATIONS ORGANIZATIONS

IDENTIFIER: *AMERICAN INDIAN LAW STUDENTS ASSOCIATION

THE AMERICAN INDIAN LAW STUDENTS ASSOCIATION, WHICH HAS BEEN IN EXISTENCE FOR 5 YEARS, PROVIDES A FORUM WHERE THE IDEAS OF THE SOON-TO-BE ATTORNEY CAN BE EXPRESSED, AND A COMMON GROUND WHERE THE STUDENT BECOMES AWARE OF CURRENT LEGAL DEVELOPMENTS AFFECTING THE INDIAN COMMUNITY. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 3; 11

ACCESSION NUMBER: EJ103071

PUBLICATION DATE: OCT 73

TITLE: INDIAN LEGAL SERVICE FIELD SPANS WIDE SCOPE OF ACTION

DESCRIPTOR: *AMERICAN INDIANS; *COURT LITIGATION; *EQUAL PROTECTION; *LEGAL AID PROJECTS; CIVIL RIGHTS; COMMUNITY CONTROL; EDUCATION; EMPLOYMENT; HEALTH SERVICES; SOCIAL ACTION; TREATIES

IDENTIFIER: *NATIVE AMERICAN LEGAL DEFENSE AND EDUCATION FUND; NALDEF

THE NATIVE AMERICAN LEGAL DEFENSE AND EDUCATION FUND, IN ALBUQUERQUE, NEW MEXICO, IS DIRECTED TOWARD CASES WHICH INVOLVE EDUCATION, CIVIL RIGHTS, EQUAL EMPLOYMENT OPPORTUNITIES, INDIAN LAND PROBLEMS, HEALTH SERVICES, AND TRIBAL SOVEREIGNTY. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 3; 12-13

ACCESSION NUMBER: EJ103072

PUBLICATION DATE: OCT 73

TITLE: INDIAN JUDGES WORKING TO STRENGTHEN TRIBAL COURT SYSTEM

PERSONAL AUTHOR: HAWLEY, CRANSTON

DESCRIPTOR: *AMERICAN INDIANS; *ADULT LEADERS; *COURT ROLE; *PROFESSIONAL ASSOCIATIONS; COURT LITIGATION; COMMUNITY INVOLVEMENT; EDUCATIONAL OBJECTIVES; LEGAL RESPONSIBILITY; PROFESSIONAL TRAINING; TREATIES

IDENTIFIER: *NATIONAL AMERICAN INDIAN COURT JUDGES ASSOCIATION

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 3; 14-18

ACCESSION NUMBER: EJ103073

PUBLICATION DATE: OCT 73

TITLE: LEGAL AID PROGRAMS SEEK JUSTICE, PROTECTION, EDUCATION FOR INDIANS

DESCRIPTOR: *AMERICAN INDIANS; *COURT LITIGATION; *LAWYERS; *LEGAL AID PROJECTS; *PROGRAM DESCRIPTIONS; CIVIL RIGHTS; LEGAL RESPONSIBILITY; SELF DIRECTED GROUPS; SOCIAL ACTION; TREATIES

AMERICAN INDIAN LEGAL AID PROGRAMS THROUGHOUT THE COUNTRY ARE BRIEFLY DESCRIBED. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 3; 19-21

ACCESSION NUMBER: EJ103074

PUBLICATION DATE: NOV 73

TITLE: THE COMMISSIONER'S VIEW OF BIA AND HIGHER ED...

PERSONAL AUTHOR: CAVANAUGH, JOHN

DESCRIPTOR: *AMERICAN INDIANS; *FEDERAL PROGRAMS; *HIGHER EDUCATION; *QUESTION ANSWER INTERVIEWS; ADULT LEADERS; BOARDING SCHOOLS; DROPOUTS; EDUCATIONAL FINANCE; EDUCATIONAL NEEDS; ROLE PERCEPTION; SELF DIRECTED GROUPS; UNDERGRADUATE STUDY; VOCATIONAL EDUCATION

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS; BIA

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 4; 4-9

ACCESSION NUMBER: EJ103075

PUBLICATION DATE: NOV 73

TITLE: THE LUMMI MANAGEMENT EDUCATION PROGRAM... "A SECOND LOOK"

PERSONAL AUTHOR: PATTON, ROBERT T.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL STRATEGIES; *MANAGEMENT EDUCATION; *PROGRAM DESCRIPTIONS; GRADUATE STUDY; LEADERSHIP TRAININ; SELF DIRECTED GROUPS; TRIBES; WORKSHOPS

IDENTIFIER: *LUMMIS; WASHINGTON STATE

JULY 24, 1973 MEANT THE BEGINNING OF NEW OPPORTUNITIES FOR 15 LUMMI TRIBESMEN TO SERVE THEIR PEOPLE AS THEY BECAME THE FIRST GRADUATES OF A FORMAL MANAGEMENT EDUCATION PROGRAM CONTROLLED BY NATIVE AMERICANS THEMSELVES. THIS ARTICLE COMPLETES A DESCRIPTION OF THE PROGRAM PUBLISHED IN THE MAY 1973 ISSUE. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 4; 10-13

ACCESSION NUMBER: EJ103076

PUBLICATION DATE: NOV 73

TITLE: INDIAN TREATIES A HUNDRED YEARS LATER

PERSONAL AUTHOR: DELORIA, VINE, JR.

DESCRIPTOR: *AMERICAN INDIANS; *CIVIL RIGHTS; *CONFLICT RESOLUTION; *FEDERAL LEGISLATION; *TREATIES; AMERICAN HISTORY; ACTIVISM; CHANGE AGENTS; FEDERAL TROOPS; FINANCIAL SUPPORT; RESERVATIONS (INDIAN)

IDENTIFIER: BUREAU OF INDIAN AFFAIRS; BIA; INDIAN CLAIMS COMMISSION

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 4; 14-17

ACCESSION NUMBER: EJ103077

PUBLICATION DATE: NOV 73

TITLE: ADVISORY COUNCIL ISSUES ANNUAL REPORT TO CONGRESS

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; *ADVISORY COMMITTEES; *FEDERAL PROGRAMS; BILINGUAL EDUCATION; CURRICULUM DEVELOPMENT; COMMUNITY CONTROL; EDUCATIONAL FINANCE; GOVERNMENT ROLE

IDENTIFIER: *NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

THE 6 MAIN RECOMMENDATIONS AND THE PROPOSED BUDGET FOR FY '75 THAT THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION PRESENTED IN ITS FIRST ANNUAL REPORT TO CONGRESS ARE EXPLAINED. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 4; 18-23

ACCESSION NUMBER: EJ103078

PUBLICATION DATE: 74

TITLE: MANAGEMENT EDUCATION MODEL FOR AMERICAN INDIANS

PERSONAL AUTHOR: PATTON, ROBERT T.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CHANGE STRATEGIES; *EDUCATIONAL ADMINISTRATION; *MANAGEMENT EDUCATION; *RESERVATIONS (INDIAN); HUMAN DEVELOPMENT; LIFE STYLE; MODELS; SELF DIRECTED GROUPS

THE ARTICLE IS THE RESULT OF A SEARCH FOR A MANAGEMENT EDUCATION MODEL THAT WILL CONTRIBUTE TO 2 GOALS FOR NATIVE AMERICANS LIVING ON RESERVATIONS -- IMPROVING THE QUALITY OF LIFE, AND SELF DETERMINATION. THE MOST EFFECTIVE FRAMEWORK FOR RESERVATION MANAGEMENT EDUCATION IS A COHERENT, LONG-TERM STRATEGY FOR INCREASING ORGANIZATIONAL EFFECTIVENESS. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 5; 4-9

ACCESSION NUMBER: EJ103079

PUBLICATION DATE: 74

TITLE: THE INDIAN WATER WARS

PERSONAL AUTHOR: NICKESON, STEVE

DESCRIPTOR: *AMERICAN INDIANS; *EQUAL PROTECTION; *LEGAL RESPONSIBILITY; *RESERVATIONS (INDIAN); *WATER RESOURCES; AGENCY ROLE; CONFLICT; FEDERAL LEGISLATION: GOVERNMENT ROLE; POLITICAL POWER; TREATIES: TRIBES

GOVERNMENT FAILURE TO PROTECT INDIAN WATER RIGHTS HAS GROWN SO SERIOUS IN THE ARID REGIONS OF THE WEST THAT THE VERY EXISTENCE OF INDIANS AS INDIANS IS NOW IN PERIL. (AUTHOR)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2: 5; 10-15

ACCESSION NUMBER: EJ103080

PUBLICATION DATE: 74

TITLE: CLAIMS COMMISSION REPORTS ON WORK IN F.Y. '73

DESCRIPTOR: *AMERICAN INDIANS; *ADMINISTRATIVE AGENCIES; *ANNUAL REPORTS: *FEDERAL COURT LITIGATION: COURT CASES; EQUAL PROTECTION; FINANCIAL POLICY; RESERVATIONS (INDIAN); TREATIES

IDENTIFIER: *INDIAN CLAIMS COMMISSION

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 5: 16-17

ACCESSION NUMBER: EJ103081

PUBLICATION DATE: 74

TITLE: OPEN LETTER TO ADVISORY COUNCIL RAPS F.Y. '75 BUDGET (SCHOLARSHIP DONATION SUGGESTED)

PERSONAL AUTHOR: LOCKE, PATRICIA

DESCRIPTOR: *AMERICAN INDIANS; *ADVISORY COMMITTEES; *ACCOUNTABILITY; *EDUCATIONAL FINANCE; COST EFFECTIVENESS; FEES; FRINGE BENEFITS; ORGANIZATIONS (GROUPS); SALARIES; SCHOLARSHIP FUNDS

IDENTIFIER: *NATIONAL ADVISORY COMMITTEE ON INDIAN EDUCATION; NACIE

THE OPEN LETTER SUGGESTS THAT HONORARIA FEES FOR MEMBERS OF THE NATIONAL ADVISORY COMMITTEE ON INDIAN EDUCATION INSTEAD BE DONATED TO A SCHOLARSHIP FUND FOR INDIAN COLLEGE STUDENTS. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 5; 18-19

ACCESSION NUMBER: EJ103418

PUBLICATION DATE: W 74

TITLE: ACADEMIC PERFORMANCE AND SCHOOL INTEGRATION: A MULTI-ETHNIC ANALYSIS

PERSONAL AUTHOR: MAYNOR, WALTZ; KATZENMEYER, W. G.

DESCRIPTOR: *SCHOOL INTEGRATION; *INTEGRATION EFFECTS; *ACADEMIC ACHIEVEMENT; *RURAL SCHOOLS; NEGRO STUDENTS; CAUCASIAN STUDENTS; AMERICAN INDIANS; ACHIEVEMENT TESTS; MATURITY TESTS

IDENTIFIER: *NORTH CAROLINA

THE MAJOR THRUST OF THE STUDY REPORTED HERE WAS TO DETERMINE WHETHER STATISTICALLY SIGNIFICANT DIFFERENCES OCCUR IN THE MEASURED ACHIEVEMENT OF A GROUP OF BLACK, INDIAN, AND WHITE CHILDREN IN A NEWLY INTEGRATED TRI-RACIAL SCHOOL SYSTEM. (AUTHOR/JM)

JOURNAL CITATION: JOURNAL OF NEGRO EDUCATION; 43; 1; 30-38

ACCESSION NUMBER: EJ103440

PUBLICATION DATE: OCT 74

TITLE: INDIANS IN CHARGE HERE

PERSONAL AUTHOR: MOOREFIELD, STORY

DESCRIPTOR: *AMERICAN INDIANS; *PROGRAM DESCRIPTIONS; *FEDERAL LEGISLATION; *TRIBES; *EDUCATIONAL EXPERIENCE; CURRICULUM DEVELOPMENT; EDUCATIONAL OPPORTUNITIES; INSTRUCTIONAL IMPROVEMENT; EDUCATIONAL INNOVATION

IDENTIFIER: *INDIAN EDUCATION ACT

THREE REPRESENTATIVE PROGRAMS OPERATED BY AND FOR NATIVE AMERICANS ILLUSTRATE THE PURPOSE AND THE PROMISE OF THE INDIAN EDUCATION ACT. (EDITOR)

JOURNAL CITATION: AMERICAN EDUCATION; 10; 8; 6-10

ACCESSION NUMBER: EJ104230

PUBLICATION DATE: MAY 74

TITLE: THE CLASSROOM: MEETING THE NEEDS OF THE CULTURALLY DIFFERENT CHILD--THE NAVAJO NATION

PERSONAL AUTHOR: MURPHY, ELIZABETH A.

DESCRIPTOR: *EXCEPTIONAL CHILD EDUCATION; *HANDICAPPED CHILDREN; *MINORITY GROUPS; *AMERICAN INDIANS; *SPECIAL SCHOOLS; MULTIPLY HANDICAPPED; EDUCATIONAL NEEDS; EDUCATIONAL TRENDS; PROGRAM DESCRIPTIONS

IDENTIFIER: *NAVAJO

JOURNAL CITATION: EXCEPTIONAL CHILDREN; 40; 8; 601-8

ACCESSION NUMBER: EJ104258

PUBLICATION DATE: JUN 74

TITLE: THE INSTITUTIONALIZED MENTALLY RETARDED NAVAJO: A SERVICE PROGRAM

PERSONAL AUTHOR: NORRIS, PHIL; OVERBECK, DANIEL B.

DESCRIPTOR: *EXCEPTIONAL CHILD SERVICES; *MENTALLY HANDICAPPED; *AMERICAN INDIANS; *SOCIAL SERVICES; *PROGRAM DESCRIPTIONS; INSTITUTIONALIZED (PERSONS); DELIVERY SYSTEMS

IDENTIFIER: NAVAJOS

JOURNAL CITATION: MENTAL RETARDATION; 12; 3; 18-20

ACCESSION NUMBER: EJ104721

PUBLICATION DATE: F 74

TITLE: FEDERAL INDIAN POLICY AND THE SUSTAINED ENCLAVE: AN ANTHROPOLOGICAL PERSPECTIVE

PERSONAL AUTHOR: CASTILE, GEORGE P.

DESCRIPTOR: *AMERICAN INDIANS; *ADMINISTRATIVE POLICY; *FEDERAL GOVERNMENT; *RESERVATIONS (INDIAN); *SOCIAL CHANGE; CHANGE STRATEGIES; COMMUNITY CONTROL; FEDERAL AID; SELF DIRECTED GROUPS

THE PAPER EXAMINES DIRECTIONS FOR SOCIAL CHANGE ON INDIAN RESERVATIONS AS A RESULT OF RECENT SHIFTS IN FEDERAL POLICY. A CONTRAST IS MADE BETWEEN THE EXISTING PATTERN OF ADMINISTERED COMMUNITIES AND THE POSSIBILITY OF A NEW MODEL, THE "SUSTAINED ENCLAVE" (A PROGRAM OF ECONOMICALLY SUPPORTED BUT NONDIRECTED CHANGE). (AUTHOR/KM)

JOURNAL CITATION: HUMAN ORGANIZATION; 33; 3; 219-228

ACCESSION NUMBER: EJ104948

PUBLICATION DATE: SUM 74

TITLE: AN EARLY CHILDHOOD EDUCATION PROGRAM FOR AMERICAN INDIANS

PERSONAL AUTHOR: JESSEN, MARIANA

DESCRIPTOR: *AMERICAN INDIANS; *KINDERGARTEN; *FAMILY SCHOOL RELATIONSHIP; *AMERICAN INDIAN CULTURE; EARLY CHILDHOOD EDUCATION; CHILD DEVELOPMENT; EDUCATIONAL PROGRAMS; COMMUNITY INVOLVEMENT

JOURNAL CITATION: CONTEMPORARY EDUCATION; 45; 4; 278-81

ACCESSION NUMBER: EJ105058

PUBLICATION DATE: MAY-JUN 74

TITLE: INTEGRITY BEFORE EDUCATION

PERSONAL AUTHOR: DELORIA, VINE

DESCRIPTOR: *AMERICAN INDIANS; *LEGAL PROBLEMS; *CIVIL RIGHTS; *EDUCATIONAL PROBLEMS; *PUBLIC POLICY; LAW ENFORCEMENT; RESERVATIONS (INDIAN); FEDERAL GOVERNMENT; GOVERNMENT ROLE; FEDERAL COURT LITIGATION

DISPUTES THE BELIEF THAT THERE IS SOME WAY TO MOTIVATE PEOPLE WHO ARE CULTURALLY DIFFERENT TO BECOME LIKE WHITES: IF INDIAN LEGAL RIGHTS ARE PROTECTED ONLY TO THE EXTENT THAT THE INDIANS CONFORM TO WHITE SOCIETY, THEN ONE IS NOT TALKING ABOUT LEGAL RIGHTS AT ALL. (AUTHOR/JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 12; 3; 22-28

ACCESSION NUMBER: EJ105108

PUBLICATION DATE: SEP-OCT 74

TITLE: INDIAN GOALS FOR HIGHER EDUCATION

PERSONAL AUTHOR: SHUNATONA, GWEN

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL PHILOSOPHY; *EDUCATIONAL OBJECTIVES; *HIGHER EDUCATION; AMERICAN INDIAN CULTURE; EDUCATIONAL NEEDS; ACCULTURATION; CULTURAL PLURALISM; EDUCATIONAL POLICY

IDENTIFIER: *CALIFORNIA

DESCRIBES A PHILOSOPHY OF EDUCATION BASED ON THE INDIAN CONCEPT OF MAN'S PLACE IN THE CIRCLE OF NATURE AND THE CONCEPT OF THE CYCLES OF LIFE; IN THE MANY TRIBAL CULTURES REPRESENTED BY NATIVE AMERICANS IN CALIFORNIA, LEARNING AND PERSONAL GROWTH IS THE RESPONSIBILITY OF ALL MEMBERS. (AUTHOR/JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 12; 5; 30-31

ACCESSION NUMBER: EJ105358

PUBLICATION DATE: SUM 74

TITLE: OO-ZA-WE-KWUN: A CORPORATE APPROACH TO LIFE SKILLS AND INDUSTRIAL TRAINING FOR INDIAN FAMILIES IN MANITOBA

PERSONAL AUTHOR: RENAUD, ANDRE

DESCRIPTOR: *INDUSTRIAL TRAINING; *DAILY LIVING SKILLS; *AMERICAN INDIANS; *ADULT EDUCATION PROGRAMS; *PROGRAM DESCRIPTIONS; FAILURE FACTORS; MOTIVATION; FOREIGN COUNTRIES; EDUCATIONAL NEEDS

IDENTIFIER: *CANADA; OO ZA WE KWUN CENTER INC

JOURNAL CITATION: LITERACY DISCUSSION; 5; 2; 233-51

ACCESSION NUMBER: EJ105769

PUBLICATION DATE: OCT/NOV 74

TITLE: NATIVE AMERICAN LITERATURE: TEACHING FOR THE SELF

PERSONAL AUTHOR: MCTAGGART, FRED

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN INDIAN CULTURE; *ENGLISH CURRICULUM; *STORY TELLING; TALES; MYTHOLOGY; ETHNIC GROUPS; COLLEGE CURRICULUM; TEACHING TECHNIQUES; COMMUNICATION (THOUGHT TRANSFER)

IDENTIFIER: *AMERICAN INDIAN LITERATURE

THE STUDY OF INDIAN LITERATURE CAN LEAD US TO A BETTER UNDERSTANDING OF AMERICAN LITERATURE--AND OF OURSELVES. (JH)

JOURNAL CITATION: ENGLISH EDUCATION; 6; 1; 3-10

ACCESSION NUMBER: EJ105917

PUBLICATION DATE: SEP 74

TITLE: APPLICATION OF SOCIAL LEARNING PRINCIPLES IN A FIELD SETTING

PERSONAL AUTHOR: HENDERSON, RONALD W.; SWANSON, ROSEMARY

DESCRIPTOR: *EXCEPTIONAL CHILD RESEARCH; *AMERICAN INDIANS; *MODELS; *REINFORCEMENT; *MOTHERS; DISADVANTAGED YOUTH; MINORITY GROUPS; PRIMARY GRADES; CULTURAL DIFFERENCES; INQUIRY TRAINING

JOURNAL CITATION: EXCEPTIONAL CHILDREN; 41; 1; 53-5

ACCESSION NUMBER: EJ106287

PUBLICATION DATE: 74

TITLE: PUBLIC LAW 280: BEHIND THE TRAIL OF TERMINATION

DESCRIPTOR: *AMERICAN INDIANS; *CIVIL RIGHTS: *FEDERAL LEGISLATION; *TRIBES; INDIVIDUAL POWER; BACKGROUND; FEDERAL STATE RELATIONSHIP; LEGAL RESPONSIBILITY; RESERVATIONS (INDIAN)

IDENTIFIER: *PUBLIC LAW 280

PUBLIC LAW 280, ENACTED IN 1953, DEALT WITH TERMINATION BUT RESULTED IN CHALLENGES TO TRIBAL JURISDICTION. PRACTICALLY NO LEGISLATION HAS BEEN ENACTED SINCE THEN WHICH WOULD HELP WITH THE QUESTION OF JURISDICTION IN CIVIL AND CRIMINAL AREAS. (AH)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 6: 4-6

ACCESSION NUMBER: EJ106288

PUBLICATION DATE: 74

TITLE: THE INDIAN BILL OF RIGHTS

DESCRIPTOR: *CIVIL RIGHTS LEGISLATION; *INDIVIDUAL POWER; *LOCAL GOVERNMENT; *TRIBES; COURT LITIGATION; FEDERAL LEGISLATION; RESERVATIONS (INDIAN); AMERICAN INDIANS; BACKGROUND

IDENTIFIER: *INDIAN BILL OF RIGHTS

THE INDIAN BILL OF RIGHTS WAS PASSED IN 1968, AND ALTHOUGH IT STOPPED TRANSFER OF JURISDICTION FROM TRIBES TO STATE COURTS, IT ALSO CREATED PROBLEMS FOR TRIBAL GOVERNMENTS AND TRIBAL JUDGES. (AH)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 6; 7-9

ACCESSION NUMBER: EJ106289

PUBLICATION DATE: 74

TITLE: TRIBAL JURISDICTION AND THE FUTURE...

DESCRIPTOR: *CHANGE STRATEGIES; *FEDERAL LEGISLATION; *FUTURES (OF SOCIETY); *LOCAL GOVERNMENT; *TRIBES; AMERICAN INDIANS; CIVIL RIGHTS LEGISLATION; INDIVIDUAL POWER; POWER STRUCTURE; RESERVATIONS (INDIAN)

PENDING LEGISLATION WOULD ALLOW THOSE TRIBES, WHO HAVE HAD THEIR CIVIL AND CRIMINAL JURISDICTIONAL POWERS TAKEN WITHOUT THEIR CONSENT, TO REGAIN THOSE POWERS IF THE TRIBES SO DESIRED. (AH)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 6; 10-11

ACCESSION NUMBER: EJ106290

PUBLICATION DATE: 74

TITLE: JOM REGS GET MAJOR OVERHAUL

DESCRIPTOR: *AMERICAN INDIANS; *ACCOUNTABILITY; *FEDERAL AID; *SCHOOL DISTRICT AUTONOMY; BUDGETING; EARLY CHILDHOOD EDUCATION; PARENT SCHOOL RELATIONSHIP; PERSONNEL POLICY; SCHOOL COMMUNITY RELATIONSHIP

IDENTIFIER: *JOHNSON O MALLEY ACT; JOM

CHANGES IN THE JOHNSON-O'MALLEY ACT (JOM) FUNDING GUIDELINES ARE GIVEN. (AH)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 6; 12-15

ACCESSION NUMBER: EJ106291

PUBLICATION DATE: 74

TITLE: THE FUTURE OF LUMMI MANAGEMENT

DESCRIPTOR: *AMERICAN INDIANS; *FUTURES (OF SOCIETY); *MANAGEMENT EDUCATION; *ON THE JOB TRAINING; FEDERAL PROGRAMS; LOCAL GOVERNMENT; LEADERSHIP TRAINING; MANAGEMENT BY OBJECTIVES; TRIBES

IDENTIFIER: *LUMMIS

THE LUMMI TRIBE'S MANAGEMENT TRAINING PROGRAM IS DESCRIBED. (AH)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW: 2; 6; 16

ACCESSION NUMBER: EJ106301

PUBLICATION DATE: 74

TITLE: MIND BENDERS

PERSONAL AUTHOR: NAHANEE, THERESA

DESCRIPTOR: *AMERICAN INDIANS; *SELF CONCEPT; *MASS MEDIA; *CULTURAL IMAGES; *ETHNIC STEREOTYPES; BACKGROUND; FILMS; NOVELS

THE PURPOSE OF THIS ARTICLE IS TO CATEGORIZE THE TREATMENT OF INDIAN PEOPLE IN THE MASS MEDIA AND TO SHOW WHAT INDIAN PEOPLE THEMSELVES ARE DOING TO COMBAT THE AFTER-EFFECTS OF THIS ASSULT. (AUTHOR/AH)

JOURNAL CITATION: TAWOW; 4; 2; 2-3

ACCESSION NUMBER: EJ106302

PUBLICATION DATE: 74

TITLE: LA ROUGE COMMUNITY COMMUNICATION

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY INVOLVEMENT: *TELEVISION: *TELECOMMUNICATION: CULTURE: ON THE JOB TRAINING; LOCAL ISSUES: YOUTH PROGRAMS

IDENTIFIER: LA ROUGE: SASKATCHEWAN

A COMMUNITY TELEVISION PROJECT IN LA ROUGE, SASKATCHEWAN IS USED AS A "MIRROR" INSTEAD OF A TOOL -- NOT TO TELL PEOPLE WHAT TO THINK OR WHAT SHOULD HAPPEN -- BUT WHAT IS. (AH)

JOURNAL CITATION: TAWOW; 4; 2; 2-7

ACCESSION NUMBER: EJ106303

PUBLICATION DATE: 74

TITLE: COMMUNICATIONS TECHNOLOGY SATELLITE OR COLUMBUS HITS THE SHORELING RAG

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNICATION SATELLITES: *COMMUNITY SERVICE PROGRAMS; *EDUCATIONAL TELEVISION; ADULT EDUCATION; CULTURAL OPPORTUNITIES; INFORMATION SYSTEMS; TELECOMMUNICATION

IDENTIFIER: *COMMUNICATIONS TECHNOLOGY SATELLITE; CTS

THE COMMUNICATIONS TECHNOLOGY SATELLITE (CTS) WILL PROVIDE A BATTERY OF COMMUNICATION SYSTEMS TO AMERICAN INDIANS IN THE TREATY NUMBER 9 AREA OF NORTHERN ONTARIO (CANADA). (AH)

JOURNAL CITATION: TAWOW; 4; 2; 17-18

ACCESSION NUMBER: EJ106309

PUBLICATION DATE: SEP 74

TITLE: LESSONS IN AMERICAN INDIAN HISTORY. I: THE FIRST AMERICANS

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN HISTORY; *CHILDRENS LITERATURE; *LAND SETTLEMENT; *WESTERN CIVILIZATION; BOATMEN; CULTURAL BACKGROUND; FARMERS; HOUSING; ROAD CONSTRUCTION; TRAILS

THE FIRST IN A SERIES OF 4 ARTICLES ON AMERICAN INDIAN HISTORY. (AH)

JOURNAL CITATION: WEEWISH TREE; 3; 1; 4-5

ACCESSION NUMBER: EJ106310

PUBLICATION DATE: SEP 74

TITLE: WHY THE RABBIT IS TIMID

PERSONAL AUTHOR: KENNY, LOUISA

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CHILDRENS LITERATURE; *FOLK CULTURE; *LEGENDS; *STORY TELLING; ANIMAL BEHAVIOR

A KLAMATH INDIAN STORY ABOUT WHY THE RABBIT IS TIMID. (AH)

JOURNAL CITATION: WEEWISH TREE; 3; 1; 8-9

ACCESSION NUMBER: EJ106311

PUBLICATION DATE: SEP 74

TITLE: THE ORIGIN OF THUNDER

PERSONAL AUTHOR: BEBEAU, GENEVIEVE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CHILDRENS LITERATURE; *FOLK CULTURE; *LEGENDS; *STORY TELLING; CLIMATIC FACTORS

A CHIPPEWA INDIAN STORY ABOUT THE ORIGIN OF THUNDER. (AH)

JOURNAL CITATION: WEEWISH TREE; 3; 1; 10-11

ACCESSION NUMBER: EJ106312

PUBLICATION DATE: SEP 74

TITLE: A MODERN INDIAN SPEAKS: UNDER ONE FLAG

PERSONAL AUTHOR: BAD WOUND, WAYNE

DESCRIPTOR: *AMERICAN INDIANS; *CHILDRENS LITERATURE; *HUMAN RELATIONS; *PEACE; *RELIGIOUS FACTORS; CREATIVE WRITING

WRITTEN BY AN OGLALA SIOUX INDIAN STUDENT FOR A CREATIVE WRITING CONTEST, THIS STORY SAID THAT ALL PEOPLE COULD LIVE IN PEACE WITH ONE ANOTHER IF THEY WOULD FOLLOW THE LESSONS GIVEN IN THE BIBLE. (AH)

JOURNAL CITATION: WEEWISH TREE; 3; 1; 17-18

ACCESSION NUMBER: EJ106313

PUBLICATION DATE: SEP 74

TITLE: BEGINNING OF THE OSAGE TRIBE

DESCRIPTOR: *AMERICAN INDIAN CULTURE: *CHILDRENS LITERATURE; *FAMILY (SOCIOLOGICAL UNIT); *LEGENDS; *STORY TELLING: BACKGROUND: FOLK CULTURE: HISTORY

THE OSAGE LEGEND OF THEIR CREATION IS GIVEN. (AH)

JOURNAL CITATION: WEEWISH TREE; 3; 1: 19-20

ACCESSION NUMBER: EJ106314

PUBLICATION DATE: SEP 74

TITLE: THE STORY OF CORN

PERSONAL AUTHOR: SAUNOOKE, NAN

DESCRIPTOR: *AMERICAN INDIANS; *CORN (FIELD CROP); *FOOD; *LEGENDS; *RELIGIOUS FACTORS; AGRICULTURAL PRODUCTION: CHILDRENS LITERATURE; CULTURAL BACKGROUND; STORY TELLING

THE USE OF CORN, BOTH AS A FOOD AND AS A RELIGIOUS OBJECT FOR THE CHEROKEE INDIANS, IS GIVEN IN THIS STORY. (AH)

JOURNAL CITATION: WEEWISH TREE; 3; 1: 21-2

ACCESSION NUMBER: EJ106315

PUBLICATION DATE: SEP 74

TITLE: INDIAN SOAP

DESCRIPTOR: *AMERICAN INDIANS; *CHILDRENS LITERATURE; *CULTURAL BACKGROUND; *CLEANING; *DAILY LIVING SKILLS; HISTORY: LEGENDS

IDENTIFIER: *CHLOROGALUM POMERIDIANUM; AMOLE

AMOLE, USED BY THE AMERICAN INDIAN AS A SOAP, WAS ALSO USED FOR SUCH THINGS AS FOOD, MEDICINE, AND TATTOOING. (AH)

JOURNAL CITATION: WEEWISH TREE; 3; 1; 25-6

ACCESSION NUMBER: EJ106316

PUBLICATION DATE: SPR 74

TITLE: FISH LAKE: A CASE STUDY

PERSONAL AUTHOR: SEALEY, D. BRUCE

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; *DISADVANTAGED ENVIRONMENT; *HISTORY; CREE; CULTURAL TRAITS; FINANCIAL SUPPORT

IDENTIFIER: *CANADA; FISH LAKE

FISH LAKE, A NATIVE COMMUNITY APPROXIMATELY 400 AIR MILES FROM WINNIPEG (CANADA), HAS MANY OF THE ECONOMIC, SOCIAL, AND EDUCATIONAL PROBLEMS WHICH ARE TYPICAL OF NUMEROUS COMMUNITIES IN NORTHERN CANADA. (NQ)

JOURNAL CITATION: NORTHIAN; 10; 2; 1-7

ACCESSION NUMBER: EJ106317

PUBLICATION DATE: SPR 74

TITLE: INDIAN CONTROL OF INDIAN EDUCATION

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL ACCOUNTABILITY; *FOUNDATIONS OF EDUCATION; *PARENT RESPONSIBILITY; *SCHOOL DISTRICT AUTONOMY; CURRICULUM; EDUCATIONAL FACILITIES

JOURNAL CITATION: NORTHIAN; 10; 2: 11-25

ACCESSION NUMBER: EJ106318

PUBLICATION DATE: SPR 74

TITLE: ALIENATION AND ACHIEVEMENT AMONG INDIAN-METIS AND NON-INDIANS IN THE MACKENZIE DISTRICT OF THE NORTHWEST TERRITORIES

PERSONAL AUTHOR: FRANKLYN, GASTON J.

DESCRIPTOR: *AMERICAN INDIANS; *ETHNIC STATUS; *STUDENT ALIENATION; *STUDENT ATTITUDES; ACADEMIC ACHIEVEMENT; EXPECTATION; LITERATURE REVIEWS

IDENTIFIER: *NORTHWEST TERRITORIES

THE STUDY EXAMINED THE ASSUMPTION THAT A STUDENT'S CONFORMITY WITH THE ACHIEVEMENT VALUE EXPECTATIONS OF THE SCHOOL IS DEPENDENT ON THE EXTENT TO WHICH THERE IS CONGRUENCE BETWEEN INSTITUTIONAL EXPECTATIONS AND INDIVIDUAL VALUE ORIENTATIONS. (NQ)

JOURNAL CITATION: NORTHIAN; 10; 2: 28-39

ACCESSION NUMBER: EJ106505

PUBLICATION DATE: NOV-DEC 74

TITLE: AN AMERICAN PARADOX: HUNGER IN AN AFFLUENT SOCIETY

PERSONAL AUTHOR: MCGOVERN, GEORGE S.

DESCRIPTOR: *HUNGER; *ECONOMIC DISADVANTAGEMENT; *GOVERNMENT ROLE; NUTRITION; AMERICAN INDIANS; MIGRANTS

IDENTIFIER: *FOOD SCARCITY

NUTRITIONALLY VULNERABLE MOTHERS AND CHILDREN, AMERICAN INDIANS AND ALASKAN NATIVES, MIGRANT LABORERS, AND THE ELDERLY ARE DESCRIBED AS THE HUNGRY IN AMERICA. ADDITIONAL AND MORE EFFECTIVE GOVERNMENT FOOD PROGRAMS ARE PROPOSED AS THE SOLUTION. (DE)

JOURNAL CITATION: SOCIAL EDUCATION; 38; 7; 654-656

ACCESSION NUMBER: EJ106673

PUBLICATION DATE: 74

TITLE: MULTICULTURAL EDUCATION: ITS EFFECTIVE MANAGEMENT

PERSONAL AUTHOR: BERNIER, NORMAND; AND OTHERS

DESCRIPTOR: *CULTURAL PLURALISM; *EDUCATION; *MANAGEMENT; AMERICAN INDIANS; EDUCATIONAL STRATEGIES

JOURNAL CITATION: AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION YEARBOOK; 77-90

ACCESSION NUMBER: EJ106825

PUBLICATION DATE: NOV-DEC 74

TITLE: INDIAN WRITERS AND INDIAN LIVES

PERSONAL AUTHOR: STENSLAND, ANNA LEE

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A DISCUSSION OF POPULAR INDIAN STEREOTYPES AND COUNTER-STEREOTYPES IN LITERATURE, BASED ON THE THESIS THAT THE INTRODUCTION OF THE LITERATURE OF THE AMERICAN INDIAN, TRADITIONAL AND MODERN, WILL HELP TO INCREASE THE INDIAN CHILD'S PRIDE IN HIS CULTURE AND ADD TO THE UNDERSTANDING OF THE NON-INDIAN CHILD. (EH)

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  - ED093304
- LIFE STYLE
  - EJ098360
- LITERARY CRITICISM
  - ED095528
  - EJ099848
- LITERARY HISTORY
  - EJ101402
- LITERATURE REVIEWS
  - ED093562
- LOCAL GOVERNMENT
  - ED098008
  - EJ098375
  - EJ106288
  - EJ106289
- LOW INCOME COUNTIES
  - ED096076
- MANAGEMENT
  - EJ106673
- MANAGEMENT BY OBJECTIVES
  - ED094906
- MANAGEMENT EDUCATION
  - EJ103054
  - EJ103056
  - EJ103058
  - EJ103075
  - EJ103078
  - EJ106291
- MANUALS
  - ED096092
- MAPS
  - EJ101412
- MASS MEDIA
  - ED096699
  - EJ106301
- MATHEMATICAL CONCEPTS
  - EJ099998
- MEDIA RESEARCH
  - ED093514
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  - EJ103053
- MENTALLY HANDICAPPED
  - EJ104258
- MERCHANTS
  - ED093515
- MEXICAN AMERICAN HISTORY
  - EJ101406
- MEXICAN AMERICANS
  - ED092301
  - ED092449
  - ED094902
- MEXICANS
  - EJ099998
- MIGRANT YOUTH
  - ED094901
- MINORITY GROUP TEACHERS
  - ED098226
- MINORITY GROUPS
  - ED093304
  - ED095410
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  - EJ098378
  - EJ098679
  - EJ104230
- MODELS
  - EJ105917
- MOTHERS
  - EJ105917
- MULTILINGUALISM
  - EJ103066
- MUSIC
  - ED094919
- MYSTICISM
  - EJ101413
- NATIONAL LIBRARIES
  - EJ101404
- NATIVE SPEAKERS
  - ED094921
- NATURAL RESOURCES
  - ED092299
- NAVAHO
  - ED094559
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  - ED092301
  - ED094907
  - ED095585
- NONPROFESSIONAL PERSONNEL
  - ED094916
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  - ED093508
  - EJ098355
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  - ED092985

- NONVERBAL COMMUNICATION
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  - ED093561
- PARENT ATTITUDES
  - ED096037
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  - ED096037
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  - EJ106317
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  - ED094915
- PERFORMANCE BASED TEACHER EDUCATION
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  - ED098226
- PERSONALITY TESTS
  - EJ098378
  - EJ102327
- PHILOSOPHY
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  - EJ099999
  - EJ101413
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  - EJ103053
- PILOT PROJECTS
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- POETRY
  - ED095528
  - EJ099318
- POLICE SCHOOL RELATIONSHIP
  - ED096088
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  - EJ103067
- POPULATION DISTRIBUTION
  - ED096090
- POPULATION GROWTH
  - ED093733
- POPULATION TRENDS
  - EJ101412
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  - ED095800
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  - ED097182
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  - EJ104721
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  - EJ100630
- SOCIAL STUDIES UNITS
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- SOCIOECONOMIC INFLUENCES
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  - EJ101411
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- SPANISH SPEAKING
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  - EJ103066
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ED092985
TECHNOLOGICAL ADVANCEMENT
ED093548
TELECOMMUNICATION
EJ106302
TELEVISION
EJ106302
TEXTBOOK SELECTION
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EJ099319
THOUGHT PROCESSES
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TRAINING OBJECTIVES
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ED094924
EJ103056
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EJ099318
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EJ101405
EJ103076
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ED098009

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- EJ098373
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- EJ103440
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- EJ098377

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- ED093170
- ED093171
- ED093172

URBAN CULTURE
- ED094916
- EJ098355

URBAN YOUTH
- ED094901

VISUAL AIDS
- ED093513

VOCATIONAL EDUCATION
- ED095410

WATER RESOURCES
- ED092299
- EJ101416
- EJ103079

WELFARE
- ED092267
- ED092268
- ED092269

WELFARE RECIPIENTS
- ED092266

WESTERN CIVILIZATION
- EJ106309

WOMENS STUDIES
- ED096038

YOUTH AGENCIES
- ED094901

YOUTH PROGRAMS
- ED096092

PART IV : LIST OF STANDING ORDER MICROFICHE COLLECTIONS

AND

ORDER FORM FOR EDRS

DIRECTORY

of

ERIC MICROFICHE COLLECTIONS

(Arranged by Geographic Location)

As of July 1974

ERIC PROCESSING AND REFERENCE FACILITY
OPERATED FOR THE NATIONAL INSTITUTE OF EDUCATION
by Operations Research, Inc., Information Systems Division
4833 RUGBY AVENUE, SUITE 303, BETHESDA, MARYLAND 20014

0234

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This Directory of ERIC Microfiche Collections is based primarily on the current "Standing Order" customer list of the ERIC Document Reproduction Service (EDRS). "Standing Order" customers are defined as those organizations which have placed orders/subscriptions with EDRS to receive, on a regular and continuous basis, the entire microfiche output (about 12,000 titles on 17,000 microfiche per year).

It must be understood, however, that the EDRS "Standing Order" list constantly fluctuates somewhat as new orders are placed, old orders are cancelled, or purchase orders run out (or are reactivated as a result of running out). In addition, there are a certain number of customers who, for internal accounting reasons, prefer to order on a month-by-month basis, rather than subscribe in advance for an entire year.

This Directory lists, therefore, a total of 1572 organizations which are currently receiving regular monthly shipments of ERIC microfiche from EDRS or which are otherwise known to possess extensive ERIC microfiche collections. "Ship To" addresses for their organizations are listed in a basic arrangement by geographic location, e.g., states of the United States--Alabama to Wyoming--followed by foreign organizations. Organizations are listed by city within each state.

Not all organizations appearing on this list are open to the public; nor do they all necessarily include complete collections of the earlier documents. Where there is any doubt as to the accessibility or extent of a given microfiche collection, it is advisable to make inquiries in advance of a visit.

This Directory has been prepared for the National Institute of Education (sponsors of ERIC) by the ERIC Processing and Reference Facility, as a reference for the use of the ERIC network, associated organizations, and other interested parties. Inquiries concerning this list can be addressed to the Facility at the address shown on the cover. However, inquiries concerning the availability of ERIC microfiche, on either a standing order or on-demand basis, should be addressed directly to EDRS at the following address:

ERIC Document Reproduction Service
Customer Service
P. O. Box 190
Arlington, Virginia 22210

ERIC MICROFICHE COLLECTIONS

Alabama

Auburn University
Ralph Brown Draughton Library
Serials Department
Auburn, Alabama 36830

University of Alabama in Birmingham
University College Library
1919 7th Avenue, South
Birmingham, Alabama 35233

Jacksonville State University
Thomas Freeman Ramona Wood Library
Jacksonville, Alabama 36265

Livingston University
Julia Tutwiler Library
Livingston, Alabama 35470

University of South Alabama
307 Gaillard Drive
Mobile, Alabama 36608

Auburn University at Montgomery
Library
Montgomery, Alabama 36104

Alabama Agricultural and Mechanical University
Joseph F. Drake Memorial Library
Normal, Alabama 35762

Troy State University
Library
Troy, Alabama 36081

University of Alabama
Library
University, Alabama 35486

Alaska

University of Alaska
Southern Regional Center
2651 Providence Avenue
Anchorage, Alaska 99506

University of Alaska
Elmer E. Rasmuson Library
Fairbanks, Alaska 99701

Alaska State Library
Department of Education
State Capitol Building
Juneau, Alaska 99801

Arizona

Northern Arizona University
University Library
Flagstaff, Arizona 86001

Arizona State Department of Education
Research Coordinating Unit
1535 West Jefferson, 3rd Floor
Phoenix, Arizona 85013

Arizona State University
Library
Tempe, Arizona 85281

Pima College
Library
2202 W. Anklam Road
Tucson, Arizona 85709

University of Arizona
Library - Social Science Division
Tucson, Arizona 85721

Arkansas

Ouachita Baptist University
Riley Library
Arkadelphia, Arkansas 71923

State College of Arkansas
Torreyson Library
Conway, Arkansas 72032

University of Arkansas
University Library
Serials Department
Fayetteville, Arkansas 72701

University of Arkansas at Little Rock
33rd and University
Little Rock, Arkansas 72204

Arkansas Polytechnic College
Library
Russellville, Arkansas 72801

Arkansas State University
Dean B. Ellis Library
State University, Arkansas 72467

California

California State College - Bakersfield
9001 Stockdale Highway
Bakersfield, California 93309

California State University - Chico
Library
Chico, California 95926

Claremont Colleges
Honnold Library
Documents Department
Claremont, California 91711

Contra Costa County Department of Education
Access Information Center
2371 Stanwell Drive
Concord, California 94520

California State College - Dominguez Hills
Library - Serials Department
1000 East Victoria Street
Dominguez Hills, California 90246

California State University - Fresno
Library
Fresno, California 93726

California State University - Fullerton
Library
800 North State College Boulevard
Fullerton, California 92634

Fullerton Junior College
Library
321 East Chapman Avenue
Fullerton, California 92634

California State University - Hayward
Library
25800 Hillary Street
Hayward, California 94542

University of California - La Jolla
University Library
La Jolla, California 92037

California State University - Long Beach
Library
6101 East 7th Street
Long Beach, California 90801

Southwest Regional Laboratory for Educational Research and Development
4665 Lampson Avenue
Los Alamitos, California 90720

California State University - Los Angeles
John F. Kennedy Memorial Library
5175 State College Drive
Los Angeles, California 90032

ERIC Clearinghouse for Junior Colleges
University of California
96 Powell Library Building
Los Angeles, California 90024

University of Southern California
Library
University Park
Los Angeles, California 90007

California State University - Northridge
Library
18111 Nordhoff Street
Northridge, California 91324

Ambassador College
Library
300 West Green Street
Pasadena, California 91105

California State Polytechnic University - Pomona
Kellogg-Voorhis Library
3801 West Temple Avenue
Pomona, California 91766

San Mateo County Board of Education
Education Resources Center
333 Main Street
Redwood City, California 94063

University of California - Riverside
Library
Riverside, California 92507

California State College - Sonoma
Library
Rohnert Park, California 94928

California State Department of Education
721 Capitol Mall, Room 551
Sacramento, California 95814

California State University - Sacramento
Library
6000 Jay Street
Sacramento, California 95819

California State University - San Diego
Library
5402 College Avenue
San Diego, California 92115

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ERIC MICROFICHE COLLECTIONS

San Diego County Department of Education
Superintendent of Schools
6401 Linda Vista Road
San Diego, California 92111

U.S. International University
Elliott Campus Library
8655 Pomerado Road
San Diego, California 92124

California State University - San Francisco
Library
1630 Holloway Avenue
San Francisco, California 94132

Far West Laboratory for Educational Research and Development
Library
1855 Folsom Street
San Francisco, California 94103

San Francisco Public Library
Larkin & Fulton Streets
San Francisco, California 94102

California State University - San Jose
Library
250 South Fourth Street
San Jose, California 95144

California State Polytechnic University - San Luis Obispo
Library
San Luis Obispo, California 93401

University of California - Santa Barbara
Serials Library
Santa Barbara, California 93106

ERIC Clearinghouse on Information Resources
Stanford University
Center for Research and Development in Teaching
Stanford, California 94305

University of the Pacific
Library
Stockton, California 95204

California State College - Stanislaus
Library
800 Monte Vista Avenue
Turlock, California 95380

Whittier College
13729 Earlham Drive
Whittier, California 92307

Colorado

ERIC Clearinghouse for Social Studies/Social Science Education
855 Broadway
Boulder, Colorado 80302

University of Colorado
Education Library
Boulder, Colorado 80302

Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80203

U.S. Office of Education/DHEW
Region VIII
Federal Building
19th & Stout Street
Denver, Colorado 80202

University of Denver
Library - Serials Department
Denver, Colorado 80210

Colorado State University
Library
Fort Collins, Colorado 80521

University of Northern Colorado
Library
Greeley, Colorado 80631

Western State College
Library
Gunnison, Colorado 81230

Northern Colorado Board of Cooperative Educational Services
Information Retrieval Center
830 South Lincoln
Longmont, Colorado 80501

Connecticut

University of Bridgeport
Library
Bridgeport, Connecticut 06602

Southern Connecticut State College
H. C. Buley Library
501 Crescent Street
New Haven, Connecticut 06515

Connecticut Department of Education
Area Cooperative Educational Services
12 Village Street
North Haven, Connecticut 06473

University of Connecticut
Wilbur Cross Library
Storrs, Connecticut 06268

Capitol Region Education Council
443 Windsor Avenue
Windsor, Connecticut 06095

District of Columbia

American University
Library
318 Asbury Building
Washington, DC 20016

Catholic University of America
Library
Washington, DC 20017

Chaplain Corps Planning Group
Washington Navy Yard
Washington, DC 20016

D.C. Public Schools
Division of Planning Research and Evaluation
Research Information Center
415 12th Street, N.W., Room 1013
Washington, DC 20004

D.C. Teachers College
Library
Wilson Building
1100 Harvard Street, N.W.
Washington, DC 20009

Department of Health, Education, and Welfare
Department Library
Room 1436 North Building
330 Independence Avenue, S.W.
Washington, DC 20202

ERIC Clearinghouse on Higher Education
George Washington University
1 Dupont Circle N.W., Suite 630
Washington, DC 20036

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
1 Dupont Circle, N.W., Suite 616
Washington, DC 20036

Federal City College
Educational Materials Center
Graduate Division
Victor Building
724 Ninth Street, N.W.
Washington, DC 20001

Gallaudet College
Edward Miner Gallaudet Memorial Library
7th & Florida Avenue N.E.
Washington, DC 20002

Library of Congress
Microform Reading Room
First Street and Independence Avenue, S.E.
Main Building, Room 140-B
Washington, DC 20540

Library of Congress
Science Reading Room
First and Independence Avenue, S.E.
Annex, Room 5006
Washington, DC 20540

National Education Association
Research Division
1201 16th Street, N.W., Room 522
Washington, DC 20036

National Institute of Education
Education Research Library
1832 M Street N.W.
Washington, DC 20208

National Institute of Education
Education Branch Library
400 Maryland Avenue, S.W. Room A-038
Washington, DC 20202

U.S. Office of Education/DHEW
Bureau of Occupational and Adult Education
Regional Office Building, Rm. 5020
7th and D Streets, S.W.
Washington, DC 20202

Washington Technical Institute
4100 Conn. Avenue, N.W.
Washington, DC 20008

Delaware

Delaware State Department of Public Instruction
Departmental Library
John G. Townsend Building
Dover, Delaware 10091

ERIC MICROFICHE COLLECTIONS

Florida

Florida Atlantic University
Library
Boca Raton, Florida 33432

University of Miami
Otto G. Richter Library
Coral Gables, Florida 33124

Indian River Community College
Library
South 35th Street and Cortez Boulevard
Fort Pierce, Florida 33450

Broward County School Board
Materials Center
Ft. Lauderdale, Florida 33310

Nova University
Library
3301 College Avenue
Ft. Lauderdale, Florida 33314

University of Florida
Education Library
Norman Hall
Gainesville, Florida 32601

Duval County Schools
Educational Media Center
1741 Francis Street
Jacksonville, Florida 32209

Florida International University
Library - Serials Department
Tamiami Trail
Miami, Florida 33144

Miami-Dade Community College-South
South Campus Library-Periodicals
11011 S.W. 104th Street
Miami, Florida 33156

Miami-Dade Junior College
Periodical Department
11380 N.W. 27th Avenue
Miami, Florida 33167

Marion County Schools
Professional Library
406 S.E. Alvarez Avenue
Ocala, Florida 32670

Florida Technological University
Library
Orlando, Florida 32816

University of West Florida
Library - Periodicals
Pensacola, Florida 32504

Florida State Department of Education
226 W. Jefferson Street
19 J & B Building
Tallahassee, Florida 32304

Florida State University
Library
Tallahassee, Florida 32306

University of South Florida
Library
Tampa, Florida 33606

Georgia

Albany Junior College
Library
2400 Gillionville Road
Albany, Georgia 31705

Georgia Southern College
Alma Center
Alma, Georgia 31510

Georgia Southwestern College
Library
Americus, Georgia 31709

University of Georgia
University Library
Athens, Georgia 30601

Georgia State Department of Education
156 Trinity Avenue S.W., Room 318
Atlanta, Georgia 30300

Georgia State University
Library
104 Decatur, S.E.
Atlanta, Georgia 30303

Oglethorpe College
Library
4484 Peachtree Road, N.E.
Atlanta, Georgia 30319

Augusta College
Library - Serials Section
2500 Walton Way
Augusta, Georgia 30904

West Georgia College
Sanford Library
Carrollton, Georgia 30117

Columbus College
Library
Algonquin Drive
Columbus, Georgia 31907

North Georgia College
Library
Dahlonega, Georgia 30533

Fort Gordon
Woodworth Library, Building 33500
Fort Gordon, Georgia 30905

Georgia College
Library
Milledgeville, Georgia 31061

Berry College
Memorial Library
Mount Berry, Georgia 30149

Savannah State College
State College Branch
Library-Periodicals
Savannah, Georgia 31404

Georgia Southern College
Library
Statesboro, Georgia 30458

Valdosta State College
Richard H. Powell Library
Valdosta, Georgia 31601

Hawaii

University of Hawaii
Library
2550 The Mall
Honolulu, Hawaii 96822

Church College of Hawaii
Ralph E. Woolley Library
Laie, Oahu, Hawaii 96762

Idaho

Idaho State Department of Education
200 State Office Building
650 W. State Street
Boise, Idaho 83702

Idaho State University
Library
Pocatello, Idaho 83201

Illinois

Southern Illinois University
Library - Serials Department
Carbondale, Illinois 62901

Eastern Illinois University
Booth Library
Charleston, Illinois 61920

Loyola University
Julia D. Lewis Library
820 North Michigan, Room 1200
Chicago, Illinois 60626

Northeastern Illinois State University
Library (CICS)
Bryn Mawr at St. Louis Avenue
Chicago, Illinois 60625

U.S. Office of Education/DHEW
Region V
226 West Jackson Boulevard
Chicago, Illinois 60607

University of Chicago
Library - Serials Records Department
Chicago, Illinois 60637

University of Illinois at Chicago Circle
Library
Chicago, Illinois 60680

ERIC Clearinghouse in Career Education
Northern Illinois University
204 Gabel Hall
DeKalb, Illinois 60115

Northern Illinois University
Swen Franklin Parson Library
DeKalb, Illinois 60115

Southern Illinois University
Lovejoy Library
Edwardsville, Illinois 62025

National College of Education
Library
2840 Sheridan Road
Evanston, Illinois 60201

Northwestern University
Library
Evanston, Illinois 60201

Western Illinois University
Memorial Library
Macomb, Illinois 61455

Illinois State University
Library - Serials Department
Normal, Illinois 61761

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465

ERIC MICROFICHE COLLECTIONS

Governors State University
University Library
Park Forest South, Illinois 60466

Bradley University
Library
1501 West Bradley Avenue
Peoria, Illinois 61606

Concordia Teachers College
Klinck Memorial Library
7400 Augusta Street
River Forest, Illinois 60305

Illinois Department of Public Instruction
302 State Office Building
Springfield, Illinois 62706

Sangamon State University
Library - Documents Department
Springfield, Illinois 62708

ERIC Clearinghouse on Early Childhood Education
University of Illinois, College of Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

University of Illinois
Library - Documents Division
Urbana, Illinois 61801

Indiana

Indiana University
School of Education Library
Bloomington, Indiana 47401

School Research Information Service (SRIS)
Phi Delta Kappa
8th and Union Street
Bloomington, Indiana 47401

Saint Francis College
Library
2701 Spring Street
Fort Wayne, Indiana 46808

Purdue University
Library - Serials Unit
Lafayette, Indiana 47907

Ball State University
Library
Muncie, Indiana 47306

University of Notre Dame
Memorial Library
Notre Dame, Indiana 46556

Indiana State University
Cunningham Memorial Library
Terre Haute, Indiana 47809

Iowa

Iowa State University
Library - Government Documents Department
Ames, Iowa 50010

University of Northern Iowa
Library - Serials
Cedar Falls, Iowa 50613

Drake University
Cowles Library
28th and University
Des Moines, Iowa 50311

Iowa State Department of Public Instruction
Library
Grimes State Office Building
Des Moines, Iowa 50319

American College Testing Program
Library
Iowa City, Iowa 52240

University of Iowa
Library
Iowa City, Iowa 52240

Kansas

Kansas State Teachers College
William Allen White Library
Emporia, Kansas 66801

Fort Hays Kansas State College
Forsyth Library
Hays, Kansas 67601

University of Kansas
Library
Periodicals Section
Lawrence, Kansas 66044

Kansas State University
Library
Manhattan, Kansas 66502

Johnson County Community College
Educational Media Center
111th and Quivira Road
Overland Park, Kansas 66210

Kansas State Department of Education
120 E. 10th Street
Topeka, Kansas 66612

Wichita State University
University Library
Wichita, Kansas 67208

Kentucky

Western Kentucky University
Margie Helm Library
Bowling Green, Kentucky 42101

Kentucky Department of Education
Professional Library, ERIC Center
State Office Building
Frankfort, Kentucky 40601

Northern Kentucky State College
Library
Louis B. Nunn Road
Highland Heights, Kentucky 41076

University of Kentucky
Margaret I. King Library
Government Documents Department
Lexington, Kentucky 40506

University of Louisville
Main Library
Belknap Campus
Louisville, Kentucky 40208

Morehead State University
Johnson Camden Library
Morehead, Kentucky 40351

Murray State University
Murray, Kentucky 42071

Eastern Kentucky University
John Grant Crabbe Library
Richmond, Kentucky 40478

Louisiana

Louisiana State University
Library - Social Science Division
Baton Rouge, Louisiana 70803

Louisiana State Department of Education
626 N. Fourth Street
Baton Rouge, Louisiana 70804

Southeastern Louisiana University
Sims Memorial Library
Hammond, Louisiana 70401

University of Southwestern Louisiana
Dupre Library
Lafayette, Louisiana 70501

Northeast Louisiana State University
Sandel Library
Monroe, Louisiana 71201

Louisiana State University in New Orleans
Earl K. Long Library
Lake Front
New Orleans, Louisiana 70122

Nicholls State University
Library
Thibodaux, Louisiana 70301

Maine

Maine State Department of Education
Planning and Evaluation, ERIC Office
State House
Augusta, Maine 04330

University of Maine
Raymond H. Fogler Library
Orono, Maine 04473

Maryland

Johns Hopkins University
Milton S. Eisenhower Library
Baltimore, Maryland 21218

Loyola College
Library
4501 North Charles Street
Baltimore, Maryland 21210

Maryland State Department of Education
301 West Preston Street
Baltimore, Maryland 21201

ERIC MICROFICHE COLLECTIONS

Towson State College
Albert S. Cook Library - Serials
Baltimore, Maryland 21204

ERIC Processing and Reference Facility
Operations Research Inc., Information Systems Division
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014

Bowie State College
Graduate Division
Library
Bowie, Maryland 20715

University of Maryland
College of Education, Room 0102
College Park, Maryland 21210

University of Maryland
McKeldin Library
Serials Division
College Park, Maryland 20742

Montgomery County Public Schools
Educational Materials Laboratory
850 Hungerford Drive, Room A-41
Rockville, Maryland 20850

Salisbury State College
Blackwell Library
Salisbury, Maryland 21801

Western Maryland College
Library
Westminster, Maryland 21157

Massachusetts

University of Massachusetts
Graduate Research Center
Library
Amherst, Massachusetts 01002

Career Education Document Information System (CEDIS)
57 River Road
Andover, Massachusetts 01810

Boston Public Library
66 Boyl Street
Boston, Massachusetts 02117

Boston University
School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215

Massachusetts Department of Education
Department Library
182 Tremont Street, 11th Floor
Boston, Massachusetts 02111

Northeastern University
Library
360 Huntington Avenue
Boston, Massachusetts 02115

U.S. Office of Education/DHEW
Region I
John Fitzgerald Kennedy Federal Building
Boston, Massachusetts 02203

Bridgewater State College
Maxwell Library
Bridgewater, Massachusetts 02740

Northeastern University
Suburban Campus
Burlington, Massachusetts 01803

Harvard University
Graduate School of Education
Monroe C. Gutman Library
Cambridge, Massachusetts 02138

New England Resources Center For Occupational Education
44 Battle Street
Cambridge, Massachusetts 02138

Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts 01824

Boston College
Library
Chestnut Hill
Massachusetts 02167

Fitchburg State College
Library
Fitchburg, Massachusetts 01420

Framingham State College
Henry Whittemore Library
Framingham, Massachusetts 01701

Lowell State College
Library
Rolfe Street
Lowell, Massachusetts 01854

Tufts University
Wessell Library
Medford, Massachusetts 02155

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

Quincy Public Schools
Department of Library Services
Quincy, Massachusetts 02169

Springfield College
Library
Alden Street
Springfield, Massachusetts 01109

Westfield State College
Library
Westfield, Massachusetts 01085

Michigan

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education, Room 2108
Ann Arbor, Michigan 48104

University of Michigan
General Library
Ann Arbor, Michigan 48104

Andrews University
James White Library
College Station
Berrin Springs, Michigan 49104

University of Michigan
Dearborn Campus Library
4901 Evergreen Road
Dearborn, Michigan 48128

Detroit Board of Education
Professional Library
1032 School Center Building
5057 Woodward Avenue
Detroit, Michigan 48202

Wayne State University
General Library - Education Division
Detroit, Michigan 48202

Michigan State University
Library - Serials Department
East Lansing, Michigan 48823

Genesee Community College
Charles Stewart Mott Library
1401 E. Court Street
Flint, Michigan 48503

Western Michigan University
Dwight B. Waldo Library
Kalamazoo, Michigan 49001

Michigan Department of Education
Library
735 E. Michigan Avenue
Lansing, Michigan 48933

Northern Michigan University
Marquette, Michigan 49855

Central Michigan University
Library - Documents Section
Mount Pleasant, Michigan 48858

Oakland Schools
Resource Center
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Oakland University
Kresge Library
Rochester, Michigan 48063

Eastern Michigan University
Library
Ypsilanti, Michigan 48197

Minnesota

Bemidji State College
Bemidji, Minnesota 55601

Mankato State College
Memorial Library
Maywood & Ellis Street
Mankato, Minnesota 56001

University of Minnesota
Library - Serials Records Divison
Minneapolis, Minnesota 55455

Moorhead State College
Library - Serials Department
Moorhead, Minnesota 56560

St. Cloud State College
Library
St. Cloud, Minnesota 56301

College of St. Thomas
O'Shaughnessy Library
Summit and Cleveland
St. Paul, Minnesota 55101

Winona State College
Maxwell Library
Winona, Minnesota 55987

Mississippi

Delta State College
Library
Cleveland, Mississippi 38732

Mississippi State College for Women
J. C. Fant Library
Columbus, Mississippi 39701

ERIC MICROFICHE COLLECTIONS

University of Southern Mississippi
Library
Hattiesburg, Mississippi 39401

Mississippi State University
Mitchell Memorial Library
State College, Mississippi 39762

University of Mississippi
Library
University, Mississippi 38677

Missouri

Southeast Missouri State College
Kent Library
Cape Girardeau, Missouri 63701

University of Missouri - Columbia
University Library
Columbia, Missouri 65201

Missouri State Department of Education
Jefferson Building
Jefferson City, Missouri 65101

Missouri Southern College
Library
Newman and Duquesne Road
Joplin, Missouri 64801

Mid-Continent Regional Education Laboratory
Resource Center
104 E. Independence Avenue
Kansas City, Missouri 64106

U.S. Office of Education /DHEW
Region VII
601 East 12th Street
Kansas City, Missouri 64106

University of Missouri
General Library
Kansas City, Missouri 64110

Northeast Missouri State University
Pickler Memorial Library
Kirksville, Missouri 63501

Southwest Missouri State College
Library
Springfield, Missouri 65802

Central Midwestern Regional Educational Laboratory
3120 59th Street
St. Louis, Missouri 63139

St. Louis Board of Education
Library Services Center
1100 Farrar Street
St. Louis, Missouri 63107

University of Missouri
St. Louis Campus
Library - Documents Section
8001 Natural Bridge Road
St. Louis, Missouri 63121

Washington University
Library
Audio-visual Department
St. Louis, Missouri 63130

Central Missouri State College
Ward Edwards Library
Warrensburg, Missouri 64093

Montana

Eastern Montana College
Library
Billings, Montana 59101

Montana State University
Library
Bozeman, Montana 59715

Northern Montana College
Library
Havre, Montana 59501

Nebraska

Chadron State College
Reta King Library
Chadron, Nebraska 69227

Kearney State College
Library
Kearney, Nebraska 68847

University of Nebraska
Library
Lincoln, Nebraska 68508

University of Nebraska at Omaha
Gene Eppley Library
Omaha, Nebraska 68101

Wayne State College
Library
Wayne, Nebraska 68787

Nevada

University of Nevada - Las Vegas
Library
Las Vegas, Nevada 89109

University of Nevada
Library
Reno, Nevada 89507

New Hampshire

New Hampshire ESEA Title III
64 North Main Street
Concord, New Hampshire 03301

Twin State Educational Information System
Department of Education
105 Loudon Road
Concord, New Hampshire 03301

University of New Hampshire
Library
Durham, New Hampshire 03824

Plymouth State College of the University of New Hampshire
Lamson Library
Plymouth, New Hampshire 03264

New Jersey

New Jersey Residential Manpower Center
Occupational Research Center, Building 871
Camp Kilmer
Edison, New Jersey 08817

Glassboro State College
SEIMC
Savitz Library
Glassboro, New Jersey 08028

Jersey City State College
Forrest A. Irwin Library
2039 Kennedy Boulevard
Jersey City, New Jersey 07305

Rutgers University
Library
New Brunswick, New Jersey 08901

Phillipsburg Free Public Library
Phillipsburg, New Jersey 08865

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

Monmouth County Library
Eastern Branch
Area Reference Center
Route No. 35
Shrewsbury, New Jersey 07701

Rider College
Library
2083 Lawrenceville Road
Trenton, New Jersey 08602

Trenton State College
Roscoe L. West Library
Pennington Road
Trenton, New Jersey 08625

Newark State College
Library
Morris Ave
Union, New Jersey 07083

Montclair State College
Harry A. Sprague Library
Upper Montclair, New Jersey 07042

William Paterson State College
Library
300 Pompton Road
Wayne, New Jersey 07470

New Mexico

Southwestern Cooperative Educational Laboratory, Inc.
229A Truman, N. E.
Albuquerque, New Mexico 87108

University of New Mexico
Zimmerman Library - Serials Department
Albuquerque, New Mexico 87106

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
University Park Branch
Las Cruces, New Mexico 88003

New Mexico State University
Library
Las Cruces, New Mexico 88001

New Mexico Highlands University
Donnelly Library
Las Vegas, New Mexico 87701

New Mexico State Library
300 Don Gaspar
Sante Fe, New Mexico 87501

Western New Mexico University
Silver City, New Mexico 88061

ERIC MICROFICHE COLLECTIONS

New York

New York State Library
State Education Building
Albany, New York 12224

SUNY State University at Albany
1400 Washington Avenue
Albany, New York 12222

Board of Cooperative Educational Services
6 South Street
Belmont, New York 14813

SUNY College at Brockport
Library
Brockport, New York 14420

Fordham University
Library
Bronx, New York 10458

James Monroe High School
1300 Boynton Avenue
Bronx, New York 10472

Lehman College
Library
Bedford Park Boulevard West
Bronx, New York 10468

City University of New York
Brooklyn College Library
Serials Section
Brooklyn, New York 11210

SUNY College at Buffalo
E. H. Butler Library
1300 Elmwood Avenue
Buffalo, New York 14222

SUNY State University at Buffalo
Lockwood Library
Buffalo, New York 14214

Board of Cooperative Educational Services
Service Center
455 Cuyuga Road
Cheektowaga, New York 14225

SUNY College at Cortland
Teaching Materials Center
Education Building, D-206
Cortland, New York 13045

Queens College
Paul Klapper Library
Flushing, New York 11367

SUNY College at Fredonia
Library
Fredonia, New York 14063

Adelphi University
Library
Garden City, New York 11530

SUNY College at Geneseo
Milne Library
Geneseo, New York 14454

Long Island University
C. W. Post Center
Library
Greenvale, New York 11548

Hofstra University
Library
Hempstead, New York 11550

Cornell University
Albert R. Mann Library
Ithaca, New York 14850

Queensborough Public Library
89-11 Merrick Boulevard
Jamaica, New York 11432

La Guardia Community College
31-10 Thomson Avenue
Long Island City, New York 11101

Board of Cooperative Educational Services
County Route 64
Mexico, New York 13114

Essex, Hamilton, Warren & Washington County Areas
Educational Center
Mineville, New York 12956

SUNY College at New Paltz
Library
New Paltz, New York 12561

College of New Rochelle
Library
New Rochelle, New York 10801

Bank Street College of Education
Library
610 West 112th Street
New York, New York 10025

Baruch College
Library - Serials Division
156 E. 25th Street
New York, New York 10010

City University of New York
City College Library
Serials Division
Convent Avenue at W. 135th Street
New York, New York 10031

City University of New York
Graduate Studies Division Library
33 W. 42nd Street
New York, New York 10036

Columbia University
Teachers College Library
525 W. 120th Street
New York, New York 10027

ERIC Clearinghouse on the Disadvantaged
Columbia University, Teachers College
525 West 120th Street
New York, New York 10027

ERIC Clearinghouse on Reading and Communication Skills
Speech Communication Association
Suite 59, Office Floor
Statler Hilton Hotel
New York, New York 10011

Hunter College
Library
695 Park Avenue
New York, New York 10021

New York Public Library
8 E. 40th Street
New York, New York 10016

New York University
Microform Center
70 Washington Square South
New York, New York 10013

U.S. Office of Education/DHEW
Region II
Federal Building C-Room 1013
26 Federal Plaza
New York, New York 10007

John Coutts Library Services, Inc.
923 Ontario Avenue
Niagara Falls, New York 14305

New York Institute of Technology
Library
Wheatley Road
Old Westbury, New York 11568

SUNY College at Old Westbury
Library
Old Westbury, New York 11568

SUNY College at Oneonta
James M. Milne Library
Oneonta, New York 13820

SUNY College at Oswego
Penfield Library
Oswego, New York 13126

Board of Cooperative Educational Services
Suffolk County Regional Center
201 Sunrise Highway
Patchogue, New York 11772

Board of Cooperative Educational Services
John W. Harrold Education Center
Plattsburgh, New York 12901

SUNY College at Plattsburgh
Plattsburgh, New York 12901

SUNY College at Potsdam
Frederic W. Crumb Memorial Library
Potsdam, New York 13676

University of Rochester
Library
Rochester, New York 14627

Richmond College
Library
130 Stuyvesant Place
Staten Island, New York 10301

Wagner College
Horrman Library
Staten Island, New York 10301

SUNY State University at Stony Brook
Library
Stony Brook, New York 11790

City School District
910 Erie Boulevard, East
Syracuse, New York 13210

Syracuse University
Library
Carnegie Building, Room 210
Syracuse, New York 13210

Board of Cooperative Educational Services
Mohawk Region Planning Center
Spring Road
Verona, New York 13470

Nassau Board of Cooperative Educational Services
Educational Resource Center
Research Library
1196 Prospect Avenue
Westbury, New York 11590

Board of Cooperative Educational Services
Curriculum Research Center
Pinesbridge Road
Yorktown Heights, New York 10598

ERIC MICROFICHE COLLECTIONS

North Carolina

Appalachian State University
Library
Boone, North Carolina 28607

University of North Carolina
Library - Serials Section
Chapel Hill, North Carolina 27514

Charlotte-Mecklenburg Schools
Curriculum Resources Center
Charlotte, North Carolina 28201

University of North Carolina at Charlotte
UNCC Station
Charlotte, North Carolina 28213

Western Carolina University
Hunter Library
Cullowhee, North Carolina 28723

National Laboratory for Higher Education
Mutual Plaza
Durham, North Carolina 27701

Regional Education Laboratory of the Carolinas and Virginia
411 W. Chapel Hill Street
Durham, North Carolina 27701

University of North Carolina at Greensboro
Walter Clinton Jackson Library
Greensboro, North Carolina 27412

East Carolina University
Library
Greenville, North Carolina 27834

North Carolina State Department of Public Instruction
Research and Information Center
Education Building, Room 594
Raleigh, North Carolina 27603

North Carolina State University
D.H. Hill Library
Raleigh, North Carolina 27607

North Dakota

University of North Dakota
Chester Fritz Library
ERIC Center
Grand Forks, North Dakota 58201

Ohio

University of Akron
University Library
Akron, Ohio 44304

Ohio University
Library - Serials Department
Athens, Ohio 45701

Bowling Green State University
Library - Serials Department
Bowling Green, Ohio 43403

University of Cincinnati
Main Campus Library
Serials Division
Cincinnati, Ohio 45221

Cleveland St[illegible] University
Libra[illegible]is
Euclid [illegible] at E. 24th Street
Cleveland, [illegible] 44115

ERIC Clearinghouse for Science, Mathematics, and Environmental Education
Ohio State University
1800 Cannon Drive
Columbus, Ohio 43210

Ohio Education Association
Professional Development Division
225 East Broad Street
Columbus, Ohio 43215

Ohio State Department of Education
781 Northwest Boulevard
Columbus, Ohio 43212

Ohio State University
Library - Serials Division
1858 Neil Avenue
Columbus, Ohio 43210

Ohio State University
Library
2009 Millikin Road
Columbus, Ohio 43210

Wright State University
Library
Colonel Glenn Highway
Dayton, Ohio 45431

Kent State University
Library
Kent, Ohio 44242

Miami University
Alumni Library
Oxford, Ohio 45056

University of Toledo
Library
Toledo, Ohio 43606

Central State University
Wilberforce, Ohio 45384

Youngstown State University
Library
410 Wick Avenue
Youngstown, Ohio 44503

Oklahoma

East Central State College
Library
Ada, Oklahoma 74820

Central State University
Library - ERIC Office
Edmond, Oklahoma 73034

University of Oklahoma
Library
401 W. Brooks, Room 130
Norman, Oklahoma 73069

Oklahoma State Regents for Higher Education
State Capitol Station
Oklahoma City, Oklahoma 73105

Oklahoma State University
Library - Serials Section
Stillwater, Oklahoma 74074

Northeastern State College
Tahlequah, Oklahoma 74464

University of Tulsa
McFarlin Library
Tulsa, Oklahoma 74104

Southwestern State College
Library
Weatherford, Oklahoma 73096

Oregon

Southern Oregon College
Library
1250 Siskiyou Boulevard
Ashland, Oregon 97520

Oregon State University
William Jasper Kerr Library
Corvallis, Oregon 97331

ERIC Clearinghouse on Educational Management
University of Oregon
Library - South Wing
Eugene, Oregon 97403

Northwest Regional Educational Laboratory
400 Lindsay Building
Portland, Oregon 97204

Portland State College
Library
Portland, Oregon 97297

Oregon Board of Education
942 Lancaster Drive N.E.
Salem, Oregon 97303

Oregon State Library
State Library Building
Salem, Oregon 97310

Pennsylvania

Bloomsburg State College
College Library
Bloomsburg, Pennsylvania 17815

California State College
California, Pennsylvania 15419

Cheyney State College
L. P. Hill Library
Cheyney, Pennsylvania 19319

Clarion State College
Library
Clarion, Pennsylvania 16214

East Stroudsburg State College
Kemp Library
East Stroudsburg
Pennsylvania 18301

Edinboro State College
Hamilton Library
Edinboro, Pennsylvania 16412

Pennsylvania State Library
Bureau of Technical Services
Education Building, Room 46
Harrisburg, Pennsylvania 17126

Indiana University of Pennsylvania
Library
Indiana, Pennsylvania 15701

ERIC MICROFICHE COLLECTIONS

Regional Resources Center of Eastern Pennsylvania for Special Education
443 S. Gulph Road
King of Prussia
Pennsylvania 19406

Research and Information Services for Education (RISE)
198 Allendale Road
King of Prussia
Pennsylvania 19406

Kutztown State College
Kutztown, Pennsylvania 19530

Lock Haven State College
Lock Haven, Pennsylvania 17745

Mansfield State College
Library
Mansfield, Pennsylvania 16933

Pennsylvania State University
Library
Capitol Campus
Middletown, Pennsylvania 17057

Millersville State College
Ganser Library
Millersville, Pennsylvania 17551

Bucks County Community College
Library - Swamp Road
Newtown, Pennsylvania 18940

Research for Better Schools, Inc.
Library
1700 Market Street
Philadelphia, Pennsylvania 19103

Saint Joseph's College
Library
City Avenue at 54th Street
Philadelphia, Pennsylvania 19131

School District of Philadelphia
Pedagogical Library
21st Street South of the Parkway
Philadelphia, Pennsylvania 19103

Temple University
Library - Serials Section
Philadelphia, Pennsylvania 19122

U.S. Office of Education/DHEW
Region III
401 N. Broad Street
Philadelphia, Pennsylvania 19108

University of Pittsburgh
Hillman Library
Central Serials, Continuations
Pittsburgh, Pennsylvania 15213

Shippensburg State College
Library
Shippensburg, Pennsylvania 17257

Slippery Rock State College
Maltby Library
Slippery Rock, Pennsylvania 16057

Pennsylvania State University
Pattee Library
University Park
Pennsylvania 16802

West Chester State College
Francis Harvey Green Library
West Chester, Pennsylvania 19380

King's College
D. Leonard Corgan Library
Wilkes-Barre, Pennsylvania 18711

Wilkes College
Eugene Shedden Farley Library
Franklin at South Street
Wilkes-Barre, Pennsylvania 18703

Rhode Island

University of Rhode Island
Library
Kingston, Rhode Island 02881

Rhode Island College
James P. Adams Library
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

South Carolina

Charleston County School District
Division of Instruction
3 Chisolm St
Charleston, South Carolina 29401

Citadel Military College
Library
Charleston, South Carolina 29409

Clemson University
Library
Clemson, South Carolina 29631

South Carolina State Library
1500 Senate Drive
Columbia, South Carolina 29201

Darlington County School District
Information and Publication Center
255 Blue Street
Darlington, South Carolina 29532

South Carolina State College
Miller F. Whittaker Library
Orangeburg, South Carolina 29115

Winthrop College
Da Cus Library
Rockhill, South Carolina 29730

South Dakota

South Dakota State Library Commission
322 South Fort Street
Pierre, South Dakota 57501

University of South Dakota
I.D. Weeks Library
Vermillion, South Dakota 57069

Tennessee

Tennessee Technological University
Jere Whitson Memorial Library
Cookeville, Tennessee 38501

East Tennessee State University
Library
Johnson City, Tennessee 37601

University of Tennessee
Research Coordinating Unit
909 Mountcastle Street
Knoxville, Tennessee 37916

Memphis State University
John Brister Library
Memphis, Tennessee 38111

Middle Tennessee State University
Library
Murfreesboro, Tennessee 37130

Joint University Libraries
Nashville, Tennessee 37203

University of Tennessee at Nashville
Library
323 McLemore Avenue
Nashville, Tennessee 37203

Texas

Southwest Educational Development Laboratory
800 Brazos Street
Austin, Texas 78701

Texas Education Agency
Resource Center, Library
201 East 11th Street
Austin, Texas 78711

Texas Information Service
Education Service Center
Region XIII
6504 Tracor Lane
Austin, Texas 78700

University of Texas
Library
Austin, Texas 78712

Lamar University
Beaumont, Texas 77710

West Texas State University
Library
Canyon, Texas 79015

Texas A & M University
Library - Serials Records
College Station, Texas 77843

East Texas State University
Library
Commerce, Texas 75428

Texas A & I University at Corpus Christi
Library
Corpus Christi, Texas 78411

Dallas Public Library
1954 Commerce Street
Dallas, Texas 75202

U.S. Office of Education/DHEW
Region VI
1114 Commerce Street
Dallas, Texas 75202

University of Texas at Dallas
Library
Dallas, Texas 75230

North Texas State University
Library
Denton, Texas 76203

Texas Woman's University
Library
Denton, Texas 76201

Pan American College
Library
Edinburg, Texas 78539

ERIC MICROFICHE COLLECTIONS

Education Service Center
Region XIX
6611 Boeing Street
El Paso, Texas 79925

University of Texas at El Paso
Library-Reference Office
El Paso, Texas 79968

University of Houston
Library
Cullen Boulevard
Houston, Texas 77004

Sam Houston State University
Library
Huntsville, Texas 77340

Texas A & I University at Kingsville
Library
Kingsville, Texas 78363

Texas A & I University at Laredo
Library
Laredo, Texas 78040

Education Service Center
Region XVII
713 Citizens Tower
Lubbock, Texas 79401

Texas Technological University
Library
Lubbock, Texas 70409

Education Service Center
Region VIII
100 North Riddle Street
Mount Pleasant, Texas 75455

Stephen F. Austin State University
Library
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Mexico

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